NJ SCHOOL PERFORMANCE REPORT

Passaic County Technical Institute
(31-3995-050)
Grades Offered: 09-12
2018-2019

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

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Passaic
District	Passaic County Vocational School District
Principal Name	Dr. Michael Parent
Address	45 REINHARDT ROAD WAYNE, NJ 07470-2210
Phone Number	973-790-6000
Email Address	mparent@pcti.tec.nj.us
Website	https://www.pcti.tec.nj.us/
Facebook	https://www.facebook.com/pcti1
Twitter	https://www.twitter.com/pcti1

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	912	890	1,179
10	848	891	866
11	875	811	847
12	791	849	792
Total	3,426	3,441	3,684

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.5%	53.2%	53.5%
Male	48.5%	46.8%	46.5%
Economically Disadvantaged Students	49.8%	65.5%	61.5%
Students with Disabilities	13.6%	13.1%	11.9%
English Learners	0.6%	0.4%	0.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.2%	0.7%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.1%	17.0%	18.8%
Hispanic	60.7%	60.7%	60.1%
Black or African American	12.1%	11.3%	10.3%
Asian	8.9%	9.6%	9.5%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.1%	1.3%	1.2%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	3,426	3,441	3,684
Shared Time Students	0	0	0
Full Time Equivalent	3,426	3,441	3,684

Enrollment by Home Language

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

Home Language	% of Students
English	88.1%
Spanish	9.4%
Bengali	1.1%
Other Languages	1.4%

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 60.4%
- 2017-18: 60.3%
- 2018-19: 65.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 44.4%
- 2017-18: 47.8%
- 2018-19: 44.7%
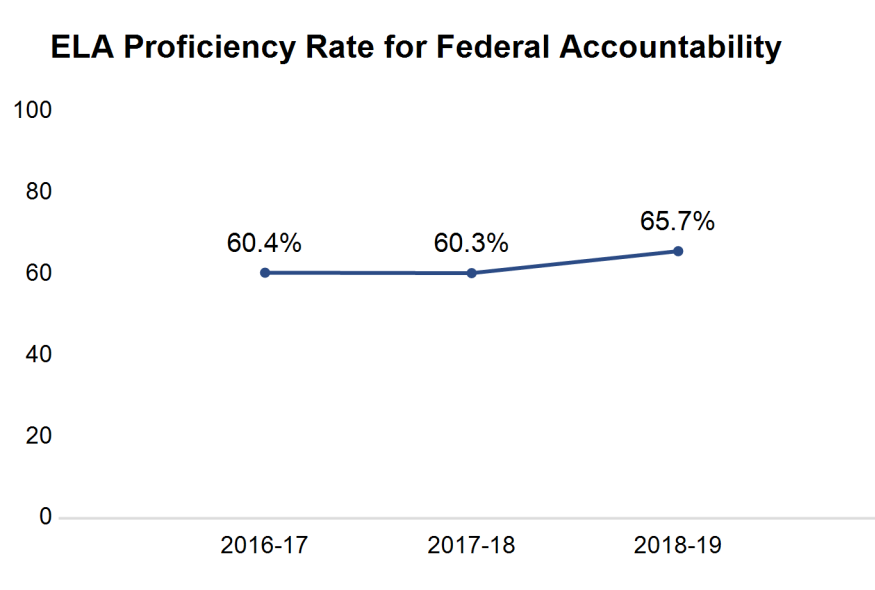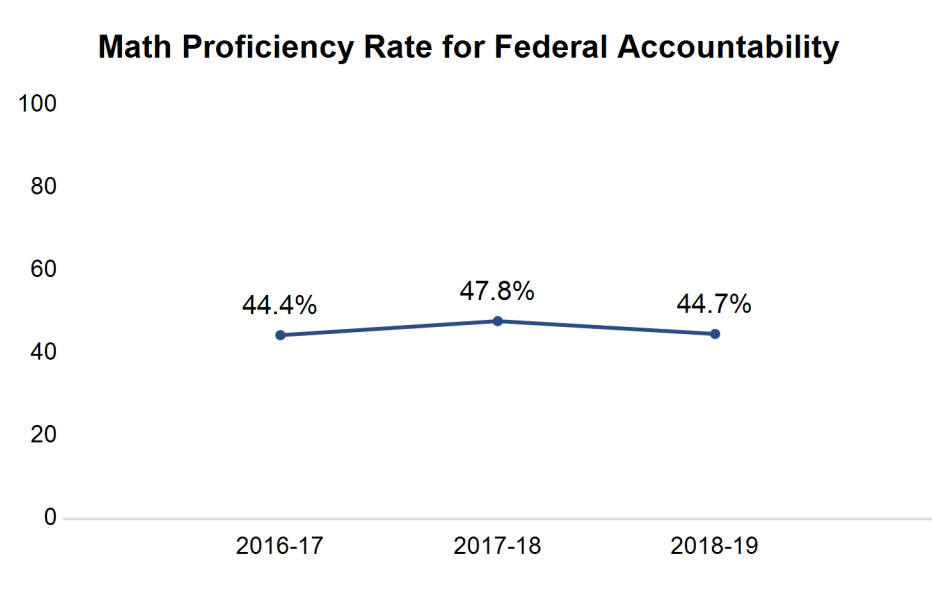
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.3%	99.9%	99.0%	99.2%	99.8%
Proficiency Rate for Federal Accountability	60.4%	60.3%	65.7%	44.4%	47.8%	44.7%
Annual Target	60.9%	61.9%	62.9%	45.3%	47.2%	49.0%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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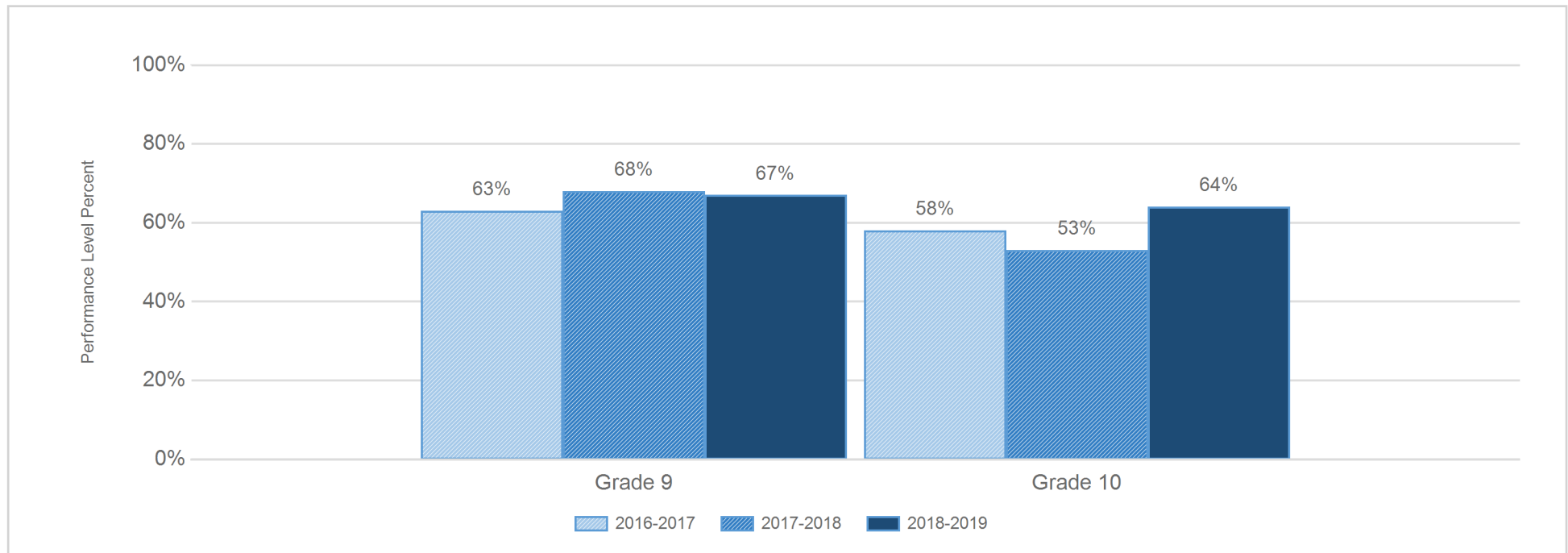 * Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	2044	99.9	65.7	65.7	57.9	65.7	62.9	Met Target
White	390	99.5	66.9	66.9	66.9	66.9	65.9	Met Target
Hispanic	1217	100.0	64.0	64.0	43.9	64.0	61.7	Met Target
Black or African American	197	100.0	53.3	53.3	38.5	53.3	51.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	204	99.5	83.8	83.8	82.9	83.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	60.5	Met Target
Female	1110	99.7	72.3	72.3	64.8	72.3		
Male	934	100.0	57.8	57.8	51.3	57.8		
Economically Disadvantaged Students	1197	99.8	64.7	64.7	40.0	64.7	61.8	Met Target
Non-Economically Disadvantaged Students	847	99.9	66.9	66.9	67.9	66.9		
Students with Disabilities	218	99.5	14.7	14.7	22.7	14.7	22.4	Not Met
Students without Disabilities	1826	99.9	71.7	71.7	65.1	71.7		
English Learners	19	100.0	21.1	21.1	29.3	21.1	**	**
Non-English Learners	2025	99.9	66.1	66.1	60.6	66.1		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	1178	762	762	753	3%	7%	23%	48%	19%	67%	56%
White	247	765	765	762	*	*	20%	50%	20%	70%	65%
Hispanic	697	761	761	737	2%	8%	26%	46%	18%	64%	40%
Black or African American	95	751	751	732	*	*	29%	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	119	775	775	783	*	*	11%	51%	32%	83%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	627	769	769	760	*	*	21%	49%	24%	73%	63%
Male	551	755	755	746	*	*	26%	46%	13%	59%	49%
Economically Disadvantaged Students	666	760	760	734	3%	8%	24%	48%	16%	64%	36%
Non-Economically Disadvantaged Students	512	765	765	762	3%	6%	21%	47%	22%	70%	65%
Students with Disabilities	115	719	719	717	*	*	32%	13%	0%	13%	17%
Students without Disabilities	1063	767	767	760	*	*	22%	51%	21%	72%	63%
English Learners	13	722	722	693	*	*	*	*	*	*	*
Non-English Learners	1165	763	763	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	868	763	763	757	7%	10%	19%	41%	23%	64%	58%
White	144	760	760	767	8%	13%	18%	38%	22%	60%	67%
Hispanic	521	763	763	738	7%	9%	20%	41%	23%	64%	43%
Black or African American	102	748	748	733	11%	17%	21%	42%	10%	52%	38%
Asian, Native Hawaiian, or Pacific Islander	85	785	785	792	*	*	*	40%	45%	85%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	483	771	771	766	4%	8%	18%	40%	31%	71%	66%
Male	385	752	752	749	11%	13%	20%	42%	14%	56%	51%
Economically Disadvantaged Students	532	762	762	735	7%	11%	17%	43%	22%	65%	40%
Non-Economically Disadvantaged Students	336	764	764	767	8%	9%	21%	38%	25%	63%	67%
Students with Disabilities	104	715	715	711	32%	22%	30%	*	*	16%	19%
Students without Disabilities	764	769	769	765	4%	9%	17%	*	*	71%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1983	99.8	44.7	44.7	44.5	44.7	49	Not Met
White	373	99.5	55.0	55.0	54.1	55.0	56.7	Met Target†
Hispanic	1191	100.0	40.1	40.1	28.8	40.1	47.4	Not Met
Black or African American	191	100.0	35.6	35.6	23.0	35.6	36.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	192	99.5	61.5	61.5	76.5	61.5	65.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	31.6	Met Target
Female	1090	99.7	42.9	42.9	44.9	42.9		
Male	893	100.0	46.9	46.9	44.2	46.9		
Economically Disadvantaged Students	1168	99.8	42.5	42.5	26.3	42.5	47.2	Not Met
Non-Economically Disadvantaged Students	815	99.9	48.0	48.0	54.9	48.0		
Students with Disabilities	183	99.5	*	*	17.4	*	18.2	Not Met
Students without Disabilities	1800	99.9	*	*	50.0	*		
English Learners	16	100.0	43.8	43.8	25.0	43.8	**	**
Non-English Learners	1967	99.8	44.7	44.7	46.5	44.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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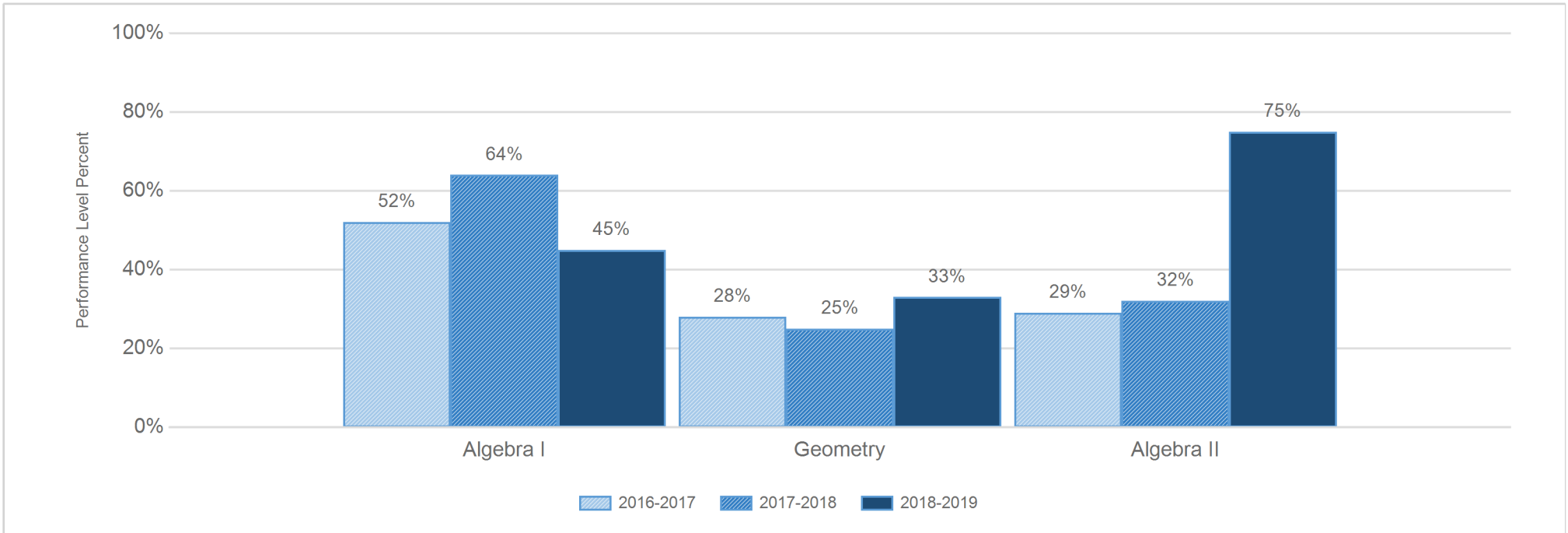 * Data is not displayed in order to protect student privacy
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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	1009	745	745	744	4%	19%	32%	44%	1%	45%	42%
White	185	749	749	752	*	16%	23%	*	*	58%	53%
Hispanic	620	744	744	728	5%	20%	35%	*	*	41%	24%
Black or African American	109	739	739	725	*	23%	33%	*	*	39%	20%
Asian, Native Hawaiian, or Pacific Islander	73	754	754	775	*	16%	25%	*	*	56%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	544	744	744	745	4%	19%	35%	*	*	42%	44%
Male	465	746	746	743	5%	20%	28%	*	*	48%	41%
Economically Disadvantaged Students	590	745	745	727	3%	20%	34%	*	*	43%	23%
Non-Economically Disadvantaged Students	419	744	744	752	6%	19%	28%	*	*	47%	52%
Students with Disabilities	109	713	713	717	*	*	*	*	*	*	12%
Students without Disabilities	900	749	749	748	*	*	*	*	*	*	47%
English Learners	13	735	735	710	*	*	*	*	*	46%	*
Non-English Learners	996	745	745	745	*	*	*	*	*	45%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	704	738	738	737	6%	17%	43%	31%	2%	33%	35%
White	147	743	743	743	7%	12%	36%	*	*	44%	43%
Hispanic	425	736	736	724	6%	19%	48%	*	*	27%	17%
Black or African American	60	731	731	720	*	32%	32%	*	*	27%	14%
Asian, Native Hawaiian, or Pacific Islander	66	750	750	762	*	*	38%	*	*	53%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	389	738	738	738	5%	18%	46%	*	*	31%	36%
Male	315	739	739	736	8%	17%	40%	*	*	36%	34%
Economically Disadvantaged Students	408	737	737	722	5%	18%	49%	*	*	28%	16%
Non-Economically Disadvantaged Students	296	740	740	743	7%	17%	36%	*	*	40%	43%
Students with Disabilities	74	709	709	712	*	*	*	*	*	*	*
Students without Disabilities	630	742	742	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Passaic County Technical Institute

(31-3995-050)

Grades Offered: 09-12

2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	272	763	763	755	*	6%	18%	*	*	75%	58%
White	42	765	765	758	*	0%	*	*	*	79%	62%
Hispanic	147	763	763	731	*	*	18%	*	*	76%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	53	769	769	777	0%	*	19%	*	*	79%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	157	761	761	752	*	*	16%	*	*	76%	55%
Male	115	766	766	758	*	*	22%	*	*	73%	62%
Economically Disadvantaged Students	171	762	762	729	*	*	19%	*	*	74%	32%
Non-Economically Disadvantaged Students	101	766	766	761	*	*	18%	*	*	75%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	272	763	763	755	*	6%	18%	*	*	75%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Passaic County Technical Institute
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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.

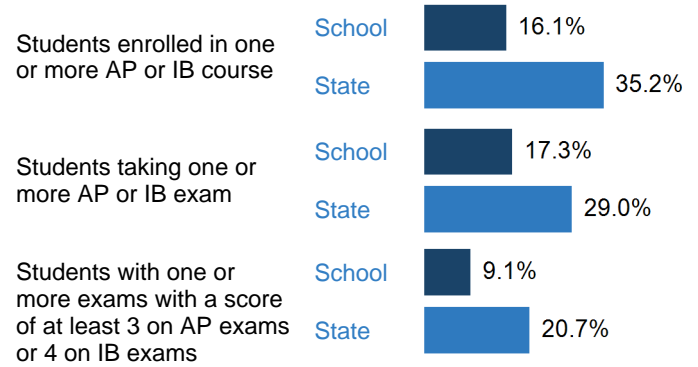| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	66.7%	33.3%
3-4	*	*	*
5 or more	N	N	N

Passaic County Technical Institute

(31-3995-050)

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

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
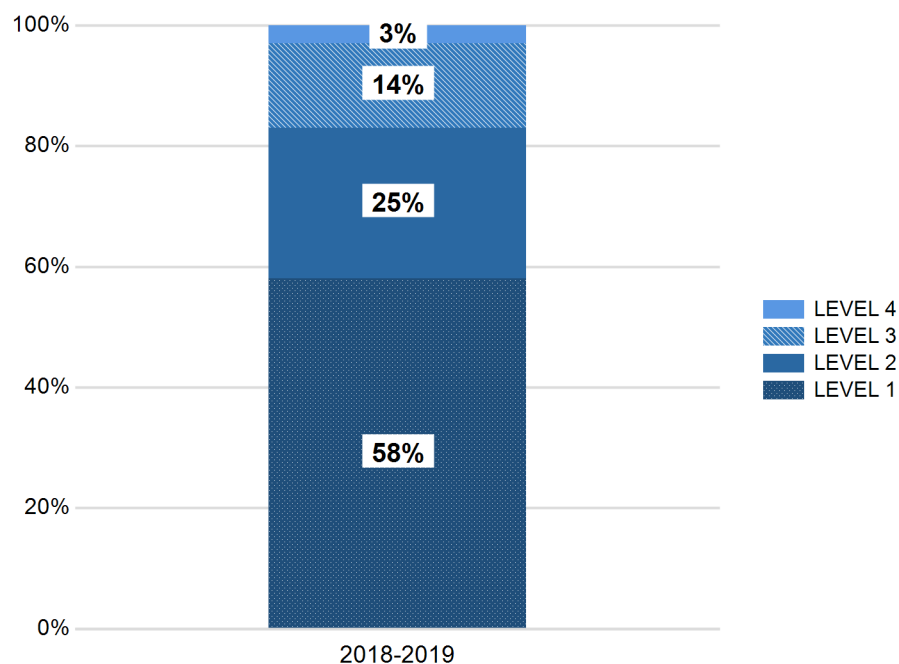
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	25	14	3
White	54	20	19	7
Hispanic	62	26	11	1
Black or African American	70	25	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	58	28	12	2
Male	59	21	16	4
Economically Disadvantaged Students	62	25	11	2
Non-Economically Disadvantaged Students	52	24	20	4
Students with Disabilities	89	9	2	0
Students without Disabilities	54	27	16	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

Passaic County Technical Institute
(31-3995-050)
Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	34.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	79.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	28.3%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	508	476	Grade 10: 430 Grade 11: 460	81%	61%
PSAT 10/NMSQT - Math	512	477	Grade 10: 480 Grade 11: 510	59%	43%
SAT - Reading and Writing	522	539	480	70%	70%
SAT - Math	529	541	530	50%	53%
ACT - Reading	21	25	22	42%	66%
ACT - English	20	24	18	65%	81%
ACT - Math	21	24	22	43%	65%
ACT - Science	21	24	23	32%	57%

Passaic County Technical Institute

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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.

Students enrolled in one or more AP or IB course
- School 16.1%
- State 35.2%

Students taking one or more AP or IB exam
- School 17.3%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 9.1%
- State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School 66.1%
- State 19.0%

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 Calculus AB	36	36
AP Calculus BC	62	62
AP Chinese Language and Culture	0	2
AP Computer Science A	15	16
AP Computer Science Principles	118	0
AP English Language and Composition	52	53
AP English Literature and Composition	43	54
AP Environmental Science	0	2
AP European History	0	1
AP Human Geography	0	1
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	29
AP Physics 1	0	2
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	40	40

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	69	69
AP Spanish Language	57	60
AP Statistics	15	16
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	20	20
AP U.S. History	16	16
Total Exams taken		485
Exams with scores of at least 3 on AP exams or 4 on IB exams		278

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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 theNJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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

School 32.7%

State 7.7%
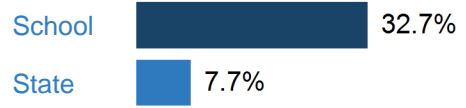
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School 67.3%

State 10.3%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School 4.7%

State 3.3%

Passaic County Technical Institute

(31-3995-050)

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	32.7%	67.3%	7.7%	10.3%
White	36.5%	63.5%	6.1%	9.6%
Hispanic	32.4%	67.6%	10.3%	11.3%
Black or African American	25.5%	74.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	33.7%	66.3%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	32.6%	67.4%	7.3%	10.6%
Male	32.9%	67.1%	8.0%	10.1%
Economically Disadvantaged Students	30.5%	69.5%	10.4%	11.8%
Students with Disabilities	30.8%	67.4%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	100.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	5.0%
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	267	21	21
Arts, AV Technology & Communications	593		
Business Management & Administration	312		
Finance	180		
Health Science	383		
Hospitality & Tourism	203	38	38
Human Services	299	19	19
Information Technology	335	64	64
Law, Public Safety, Corrections & Security	376		
Manufacturing	241	11	11
Science, Technology, Engineering & Mathematics	366		
Transportation, Distribution & Logistics	129	30	30
Total (All Clusters)	3,684	183	183

NJ SCHOOL PERFORMANCE REPORT

Passaic County Technical Institute
(31-3995-050)
Grades Offered: 09-12
2018-2019

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	849	317	50	0	0	0	406
10	5	666	227	7	19	0	74
11	0	21	612	53	143	7	219
12	8	1	5	114	150	8	25
Total	862	1005	894	174	312	15	724
Enrolled in AP/IB Course					98	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	214	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	666	41	0	0	512	0
10	434	426	0	0	86	0
11	2	440	0	1	373	80
12	1	4	0	25	117	186
Total	1103	911	0	26	1088	266
Enrolled in AP/IB Course	0	0		0	40	0
Enrolled in Dual Enrollment Course	0	264	0	0	166	195

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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.

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	1178	0	0	0	0	0
10	1	1	3	136	0	73
11	2	841	17	51	31	20
12	0	790	9	169	98	72
Total	1181	1632	29	356	129	165
Enrolled in AP/IB Course	0	16	0	69		20
Enrolled in Dual Enrollment Course	0	197	0	0	115	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	496	71	0	0	0	74	86
10	463	144	0	0	0	17	198
11	170	46	0	0	0	2	100
12	187	65	0	0	0	6	118
Total	1316	326	0	0	0	99	502
Enrolled in AP/IB Course	57	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	35	26	0	0	0	33	125
Enrolled in Level 3 or Higher	132	35	0	0	0	8	76

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	118	0	0	22
10	0	0	0	21	0	1
11	0	0	0	22	0	0
12	40	0	0	10	0	9
Total	40	0	118	53	0	32
Enrolled in AP/IB Course	15		118			0
Enrolled in Dual Enrollment Course	38	0	0	0	0	0

Passaic County Technical Institute

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2018-2019

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	43
Total	43

NJ SCHOOL PERFORMANCE REPORT

Passaic County Technical Institute
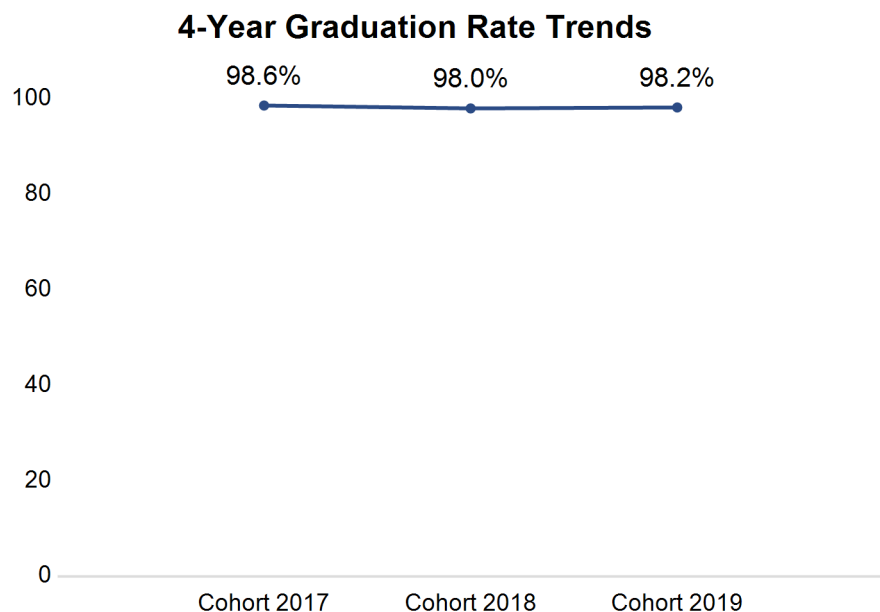(31-3995-050)
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Visual and Performing Arts – Course Participation

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

16.0%   50.9%
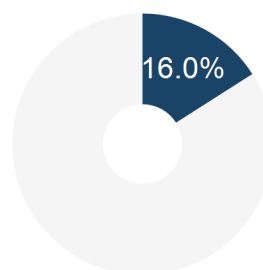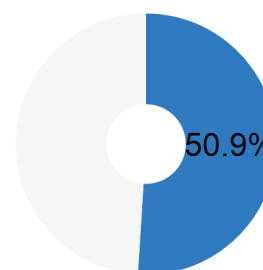
School   **State**

Students enrolled in one or more classes by discipline:
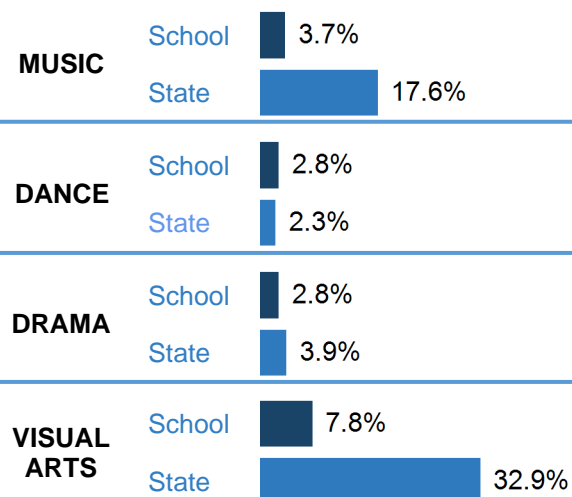
MUSIC
School 3.7%
State 17.6%

DANCE
School 2.8%
State 2.3%

DRAMA
School 2.8%
State 3.9%

VISUAL ARTS
School 7.8%
State 32.9%

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

98.6%   98.0%   98.2%

Cohort 2017   Cohort 2018   Cohort 2019

5-Year Graduation Rate Trends

98.3%   98.6%   98.2%

Cohort 2016   Cohort 2017   Cohort 2018
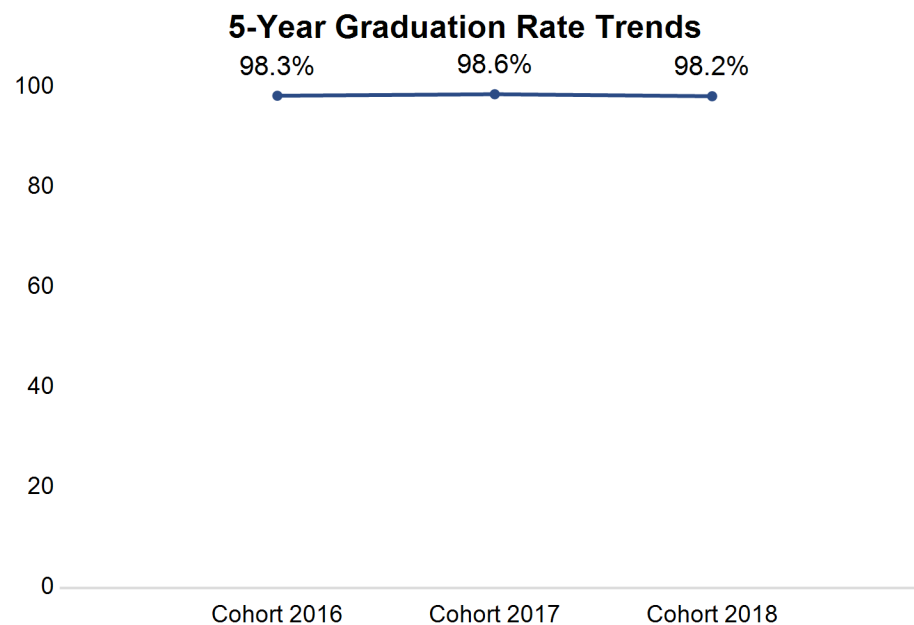
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	98.6%	98.0%	98.2%	98.3%	98.6%	98.2%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

Passaic County Technical Institute

(31-3995-050)

Grades Offered: 09-12

2018-2019

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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.2%	90.6%	98.2%	92.5%	98.0%	N	Met Goal	98.6%	N	Met Goal
White	98.7%	94.9%	100.0%	95.9%	98.8%	N	Met Goal	100.0%	N	Met Goal
Hispanic	98.0%	84.5%	97.8%	87.3%	97.8%	N	Met Goal	98.1%	N	Met Goal
Black or African American	97.6%	83.3%	99.0%	87.1%	98.1%	N	Met Goal	98.4%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	98.0%	97.8%	98.0%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	100.0%	94.2%	100.0%	**	**	*	**	**
Female	98.1%	92.8%	98.0%	94.4%	98.0%			98.8%		
Male	98.4%	88.5%	98.5%	90.8%	98.1%			98.5%		
Economically Disadvantaged Students	97.8%	84.0%	88.9%	87.3%	88.9%	**	**	98.5%	N	Met Goal
Students with Disabilities	94.1%	79.2%	99.2%	83.8%	97.5%	N	Met Goal	96.1%	N	Met Goal
English Learners	*	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	88.4%	78.6%
Substitute Competency Test	5.2%	10.9%
Portfolio Appeals Process	1.7%	3.5%
Alternate Requirements specified in IEP	4.7%	7.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.1%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 80.8%
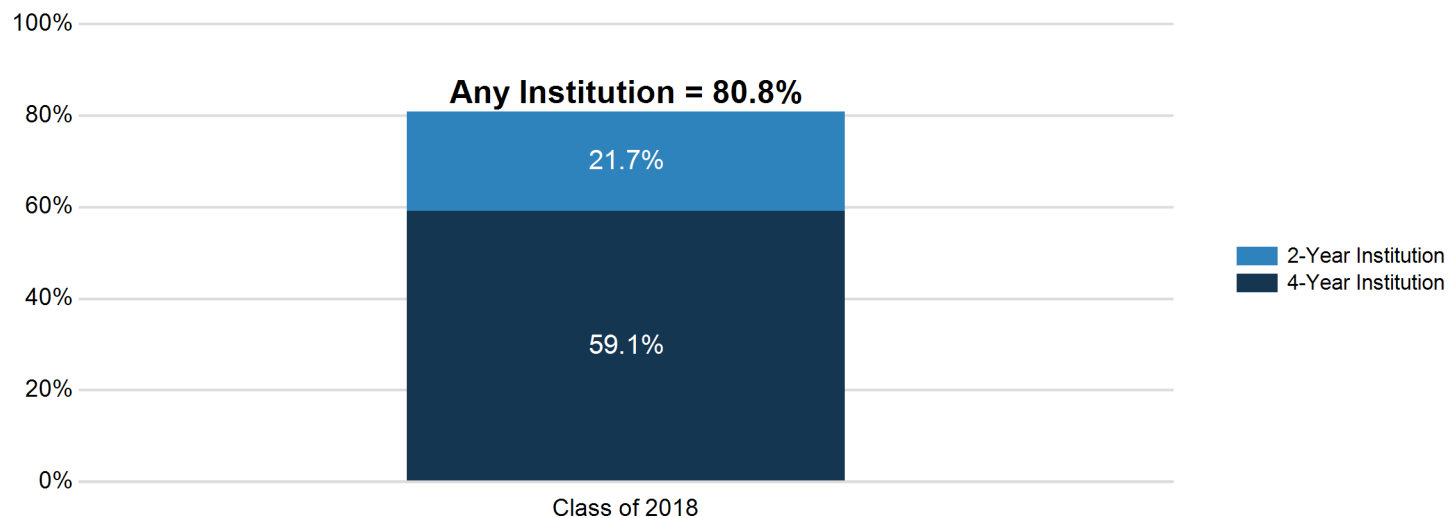
Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	21.7%
% Enrolled in 4-Year Institution	59.1%
% Enrolled in Any Postsecondary Institution	80.8%

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	71.2%	24.2%	75.8%
White	75.7%	17.4%	82.6%
Hispanic	67.7%	31.1%	68.9%
Black or African American	74.4%	16.4%	83.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	69.7%	25%	75%
Students with Disabilities	58.9%	60.4%	39.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.8%	26.8%	73.2%	79.1%	20.9%	87.5%	12.5%
White	77.1%	8.3%	91.7%	73.8%	26.2%	75%	25%
Hispanic	80.8%	33.3%	66.7%	79.3%	20.7%	88.7%	11.3%
Black or African American	82%	39.7%	60.3%	75.3%	24.7%	87.7%	12.3%
Asian, Native Hawaiian, or Pacific Islander	86.2%	3.7%	96.3%	87.7%	12.3%	93.8%	6.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	70%	7.1%	92.9%	71.4%	28.6%	85.7%	14.3%
Economically Disadvantaged Students	81.6%	30%	70%	81.4%	18.6%	92.4%	7.6%
Students with Disabilities	63.5%	66.3%	33.8%	88.8%	11.3%	86.3%	13.8%
English Learners	*	*	*	*	*	*	*

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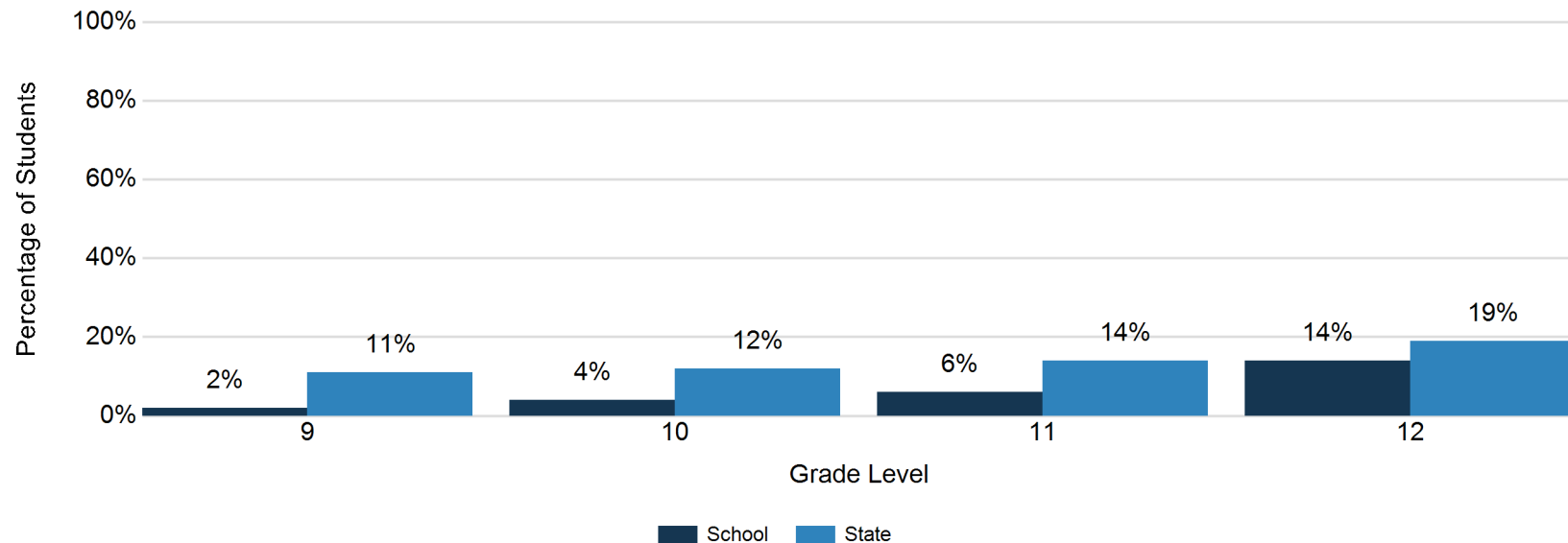
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	221	6.0	14.2	Met
White	53	7.7	14.2	Met
Hispanic	122	5.5	14.2	Met
Black or African American	21	5.5	14.2	Met
Asian, Native Hawaiian, or Pacific	20	5.7	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	123	6.2		
Male	98	5.7		
Economically Disadvantaged Students	157	6.9	14.2	Met
Students with Disabilities	34	7.9	14.2	Met
English Learners	2	8.3	14.2	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	1	9.1		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students by Number of Absences:
- 0: 5%
- 1-5: 39%
- 6-10: 31%
- 11-15: 16%
- Over 15: 10%

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	30
Weapons	2
Vandalism	6
Substances	14
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	73
Incidents Per 100 Students Enrolled	1.98

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	3
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	3	4
Religion	1	1	2
Ancestry	0	1	1
Gender	4	7	11
Sexual Orientation	4	5	9
Disability	2	1	3
Other	6	14	20
No Identified Nature	14		14

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	562	15.3%
Out-of-School Suspensions	116	3.1%
Any Suspension	604	16.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
698

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	330	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	76.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	147:1	147:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		1842:1
Students to Nurses		526:1
Students to Counselors		246:1
Students to Child Study Team Members		283:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.5%	53.9%	36.0%	48.4%	77.1%	54.9%
Male	46.5%	46.1%	64.0%	51.6%	22.9%	45.1%
White	18.8%	72.1%	76.0%	42.4%	83.6%	77.4%
Hispanic	60.1%	13.9%	8.0%	29.9%	7.3%	7.2%
Black or African American	10.3%	9.4%	16.0%	15.0%	6.6%	13.9%
Asian	9.5%	4.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.3%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   53%
Admin   N/A

Master's Degree

Teacher   46%
Admin   88%

Doctoral Degree
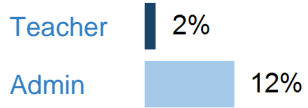
Teacher   2%
Admin   12%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.4%	60.3%	65.7%
Math Proficiency	44.4%	47.8%	44.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	98.6%	98.0%	98.2%
5-Year Graduation Rate†	98.3%	98.6%	98.2%
Progress toward English Language Proficiency		*	50.0%
Chronic Absenteeism	9.3%	0.0%	6.0%

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:

- We offer a 1:1 learning environment for all students and are connected for worldwide research and communication.

- Students have the unique opportunity to pursue numerous career paths by enrolling in 1 of 14 specialized Schools and Academies.

- The 18-19 school year marked the opening of the Diana C. Lobosco STEM academy.

Mission, Vision, Theme:

We are a diverse, progressive learning community that promotes educational excellence by challenging 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.

Awards, Recognition, Accomplishments:

PCTI was placed on the College Board's AP District Honor Roll. Students placed 2nd and 3rd in the beginner's category in the Virtual Eric Malzkuhn ASL Literature Competition.Culinary program students earned Bronze at the 8th Annual County Vocational-Technical School Cook-Off Challenge.5 students made history for the 2nd year in a row when they were crowned 4th place winners out of 46 teams at the National ProStart Invitational in Washington, D.C.At the Montclair Film Festival there were 3-first-place-winners in addition to a grand prize award winner.In the NJ Future Business Leaders of America Competition, there were 4 gold metal winners.The School of Applied Engineering received a $12,000 scholarship donation for students to continue education in machine-based training. PCTI Ranked 2nd in the Nation: W!se 100 Best High Schools Teaching personal Finance.Creative Writing students earned the honor of being published in "Stranger Sagas – Authors from NJ."

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Courses, Curriculum, Instruction:	PCTI is Passaic County's premier career and technical education school that provides a rigorous academic curriculum. PCTI prepares students for career and college readiness, including opportunities for advanced workforce entry and acceptance at some of the nation's finest four-year colleges and universities. Honors and AP courses are offered in English, Mathematics, Science, and Social Studies. Recognizing the value of preparing our students to succeed in a global society PCTI includes American Sign Language, Japanese, Chinese and Arabic language studies in our curriculum. Through our College Connections Program, Students can receive up to 36 college credits as they earn their hiigh-school diploma.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Football (Coed), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) In 2019-2020 The Athletics program will be launching its inaugural Ice Hockey season. In 2018-2019 the following accomplishments were made: State Champions in Wrestling (N1G5 Champions- 2nd time in 3 years), County Champions in Boys & Girls Soccer, Boys & Girls Swimming, Boys & Girls Winter and Spring Track, and Softball, NJTAC Tech Champions in Girls Volleyball and Girls Swimming, Big North Conference Champions in Girls Volleyball, Girls Swimming and Girls & Boys Soccer, Girls and Boys Spring Track, Wrestling and Softball. Big North Conference Lou Molino Award Winners for large schools. PCCA Female Athlete of the Year- Award Winner (2nd time in school history- two in last three years), State Medal Winner in Wrestling, 100 Hits Club Softball-Student Recognized. Eight coaches selected as BNC Coach of the Year, Seven Coaches selected as PCCA County Coaches of the Year. Coaching career milestones by two coaches. Another coach was named PCCA Coach of the Year.

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Clubs and Activities:	Student Activities are club based organizations that are based on academic, vocational, community service, and leadership excellence. The following are the organizations that are represented: Health Occupations Students of America, SkillsUSA, End Racism and Sexism Everywhere, PRIDE, Leaders Emerging Among Peers, Lindsey Meyer Teen Institute, Reserve Officer's Training Corps, Student Council Interreact, Mock Trial, Pro-Start, Future Business Leaders of America, Future Education Association, Book Club, Yearbook, Astronomy, Gifted and Talented, Engineering Sea Perch, SHPE-Engineering, Environmental Science, History club, Robotics, Choir, Color Guard, Concert Band, Marching Band, Jazz Band, Dance Club, Performing Arts Club, Sound Chasers, Sign Language Club, International Thespian Society, National Honor Society, RHO Kappa National Honor Society, National Honor Society for Dance Arts, Tri-M Music Honor Society, World Language Honor Society, Chess Club.

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Before and After School Programs:	The district runs a breakfast program before school.
Staff and Professional Learning:	Professional Development for our staff includes ongoing, teacher-led PLC support in various areas: flipped classroom, maximizing the use of Canvas and Google Classroom, PowerSchool Teacher Pro, Project Based Learning, and Standards Based Grading. We also use the FrontLine platform to provide targeted online professional development modules to our staff. Our CTE teachers use an industry advisory board to remain current on industry trends.
Postsecondary Information:	PCTI graduates are well prepared for their post-secondary education ambitions. 62% of our graduates planned to enroll in a four-year college or a university. 18 % of our graduates elected to continue their studies at a 2 year-college, while the remainder of our graduates proceeded directly to full-time employment or enlisted in a branch of the United States Armed Forces.

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Student Supports and Services:	The academic program supports English Language Learners by providing specialized instruction in English for grades 9, 10, and 11. Students with disabilities are supported by a child study team which consists of a psychologist, a social worker, a transition coordinator, and a learning disability teacher consultant. Supplemental Educational Services (SES) and an Academic Assistance Program supports students that struggle academically. PCTI hosts a School Based Youth Services Program (SBYSP) with free services such as Learning Support, Tutoring, Mentoring, Counseling, Health Education, Employment Services, Recreational Activities, and After-School Opportunities.
Student Health and Wellness:	PCTI is staffed with seven full-time nurses. Free and Reduced fee breakfast and lunch are served to eligible students. Students are enrolled in a physical education class that meets for three-quarters of the year (5 days weekly), and a health class that meets for one quarter of the year (5 days weekly). The school employs two student assistance coordinators for students who need assistance in developing coping skills, making positive life-style choices, avoiding risky behaviors, and succeeding in attaining their personal goals.
Parent and Community Involvement:	The PTSO meets five times a year and addresses topics like; student activities and services, self-esteem, positive motivation, and planning for college success. A parent portal is available through our student information system. All parents receive username/passwords to access students' academic progress. PCTI employs a community liaison who facilitates communication between the school, the community, and students. A Title I Parents meeting is held to discuss the purpose behind Title I and to explain how the district utilizes Title I funding. Three separate cultural appreciation assemblies are held throughout the year for parents; 1) Hispanic Heritage Assembly, 2) African-American History Celebration, 3) Asian-Pacific Heritage Assembly. Various corporate and trade organizations serve on advisory committees for each of our vocational areas. The Passaic County Education Foundation contributes tens of thousands of dollars in scholarships for the district's graduates.

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Facilities:	In addition to Career and Technical education areas that incorporate innovative equipment and technology that meets industry needs and standards, the high school also includes a contemporary black box theater, four cafeterias, two Media Centers, a theater-size auditorium, a restaurant "Chez Technique", and a fully functional bank. The athletic facilities include fields (baseball, football, soccer), a track, basketball courts, an indoor competition size pool, a weight room, and an indoor running track. The 18-19 school year marked the opening of the Diana C. Lobosco STEM academy in a brand-new building. This building will eventually house approximately 1200 students for a STEM dedicated curriculum.
School Safety:	The campus security utilizes inside, and outside personnel and the campus is outfitted with security cameras. The district has three SRO's Additionally, six other security personal (retired law enforcement officers) that are armed. Extensive training in School Shooter Response has been provided, and additional training is on-going on a regular basis, including two weeks during the summer.

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

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