



North 13th St Tech
2016-2017


Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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.state.nj.us



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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	159	137	147
10	146	143	135
11	151	135	125
12	121	144	133
Ungraded	110	104	108
Total	687	663	648

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	57%	58%	57%
Male	43%	43%	43%
Economically Disadvantaged Students	86%	88%	88%
Students with Disabilities	16%	16%	17%
English Learners	0%	0%	0%
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	59.6%
Black or African American	37.0%
Native Hawaiian or Pacific Islander	1.4%
Asian	1.2%
White	0.8%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	686	663	648
Shared Time Students	1	0	0
Full Time Equivalent	687	663	648

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	70.2%
Spanish	28.5%
Other	1.4%



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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	336	99.7	48.50	49.60	54.90	48.5	52.9	Met Target†
White	*	*	*	60.00	63.90	*	**	**
Hispanic	205	99.5	48.80	44.10	39.80	48.8	52.9	Met Target†
Black or African American	118	100.0	46.60	55.70	35.20	46.6	53.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	66.70	80.70	60	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	40.00	54.90	*	**	**
Female	191	99.5	57.50	55.80	62.20	57.5		
Male	145	100.0	36.50	41.10	48.10	36.5		
Economically Disadvantaged Students	290	100.0	45.90	48.90	36.20	45.9	52.5	Not Met
Non-Economically Disadvantaged Students	46	97.9	65.20	52.90	65.80	65.2		
Students with Disabilities	55	100.0	10.90	13.30	20.50	10.9	16.9	Met Target†
Students without Disabilities	281	99.6	55.90	53.30	61.90	55.9		
English Learners	N	N	*	14.40	25.20	*	**	**
Non-English Learners	336	99.7	*	53.10	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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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 (ELAL) 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	174	750	747	748	0%	18%	28%	49%	6%	55%	52%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	111	751	742	732	*	14%	29%	51%	*	58%	35%
Black or African American	57	746	752	730	*	26%	26%	44%	*	47%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	745	N	N	N	N	N	N	48%
Female	99	755	751	756	*	14%	22%	56%	*	64%	60%
Male	75	743	741	741	*	23%	35%	40%	*	43%	43%
Economically Disadvantaged Students	148	749	747	730	*	*	*	48%	*	53%	32%
Non-Economically Disadvantaged Students	26	754	746	757	*	*	*	54%	*	62%	62%
Students with Disabilities	27	724	*	714	*	52%	37%	*	*	11%	13%
Students without Disabilities	147	755	*	754	*	12%	26%	*	*	63%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	N
Non-English Learners	174	750	750	751	0%	18%	28%	49%	6%	55%	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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2016-2017

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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	162	744	747	742	10%	19%	30%	33%	9%	42%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	94	742	742	727	*	20%	35%	32%	*	38%	34%
Black or African American	61	744	750	725	*	*	21%	34%	*	46%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	92	752	752	751	*	16%	28%	39%	*	51%	54%
Male	70	734	739	733	*	21%	31%	24%	*	30%	39%
Economically Disadvantaged Students	142	742	745	726	*	*	*	30%	*	38%	32%
Non-Economically Disadvantaged Students	20	763	751	750	*	*	*	55%	*	70%	54%
Students with Disabilities	28	722	*	704	*	*	39%	*	0%	11%	12%
Students without Disabilities	134	749	*	749	*	*	28%	*	11%	49%	52%
English Learners	N	N	N	680	N	N	N	N	N	N	N
Non-English Learners	162	744	749	745	10%	19%	30%	33%	9%	42%	N
Homeless Students	N	N	N	714	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	N



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2016-2017

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ESSEX CO VOC-TECH
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NEWARK, NJ 07107-1218

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	153	758	759	735	7%	11%	18%	50%	14%	65%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	87	760	759	731	*	*	17%	54%	15%	69%	34%
Black or African American	61	755	760	727	*	*	21%	43%	*	57%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	755	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	84	765	767	743	*	*	18%	55%	*	73%	46%
Male	69	749	751	728	*	*	19%	45%	*	55%	31%
Economically Disadvantaged Students	134	756	758	729	8%	12%	*	49%	*	62%	32%
Non-Economically Disadvantaged Students	19	773	765	739	0%	0%	*	63%	*	84%	42%
Students with Disabilities	28	725	732	709	*	*	*	*	0%	25%	12%
Students without Disabilities	125	765	762	741	*	*	*	*	18%	74%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	N
Non-English Learners	153	758	*	737	7%	11%	18%	50%	14%	65%	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	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.

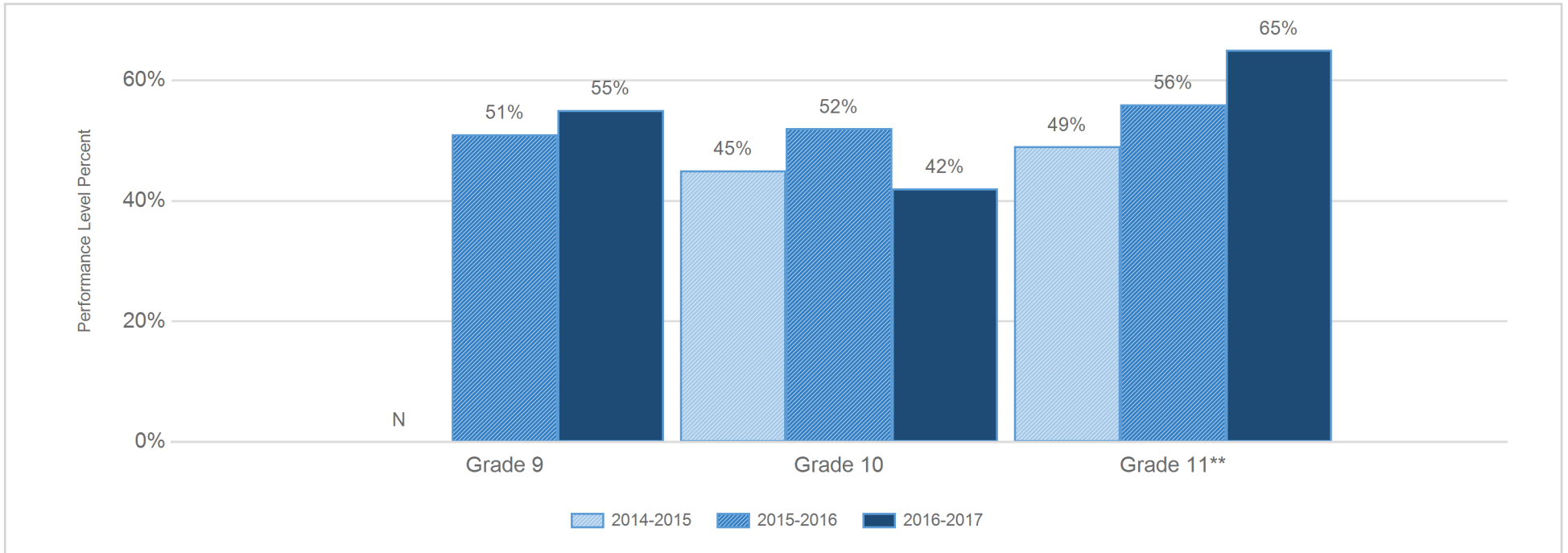


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English Language Arts/Literacy Assessment - Performance Trends

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



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2016-2017

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	338	99.7	19.80	23.90	43.50	19.8	19.4	Met Target
White	*	*	*	60.00	52.40	*	**	**
Hispanic	204	99.5	22.60	20.90	27.60	22.6	16.6	Met Target
Black or African American	120	100.0	13.30	26.10	21.70	13.3	23.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	40.00	50.00	75.60	40	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	0.00	44.90	*	**	**
Female	193	100.0	20.70	23.00	44.10	20.7		
Male	145	99.3	18.60	25.10	42.90	18.6		
Economically Disadvantaged Students	275	99.6	14.50	19.30	25.10	14.5	17.8	Met Target†
Non-Economically Disadvantaged Students	63	100.0	42.90	38.50	54.30	42.9		
Students with Disabilities	55	100.0	*	4.10	16.50	*	5.6	Not Met
Students without Disabilities	283	99.6	*	25.90	48.80	*		
English Learners	N	N	*	8.20	23.30	*	**	**
Non-English Learners	338	99.7	*	25.40	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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	176	737	738	742	*	28%	34%	31%	*	32%	42%
White	N	N	N	750	N	N	N	N	N	N	52%
Hispanic	111	740	737	727	*	27%	33%	34%	*	36%	24%
Black or African American	58	730	740	724	*	33%	33%	22%	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	101	735	738	743	*	34%	29%	32%	*	33%	43%
Male	75	739	739	741	*	20%	41%	29%	*	31%	40%
Economically Disadvantaged Students	133	731	734	726	*	*	36%	23%	*	23%	23%
Non-Economically Disadvantaged Students	43	754	748	751	*	*	28%	54%	*	58%	52%
Students with Disabilities	27	717	*	714	*	*	*	*	*	*	10%
Students without Disabilities	149	741	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	707	N	N	N	N	N	N	N
Non-English Learners	176	737	739	744	*	28%	34%	31%	*	32%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	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	131	722	724	733	*	*	*	*	*	*	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	78	723	722	722	*	*	*	*	*	*	14%
Black or African American	50	721	725	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	71	722	723	734	*	*	*	*	*	*	31%
Male	60	722	724	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	116	720	723	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	15	734	726	740	*	*	*	*	*	*	39%
Students with Disabilities	28	714	712	711	*	*	*	*	*	*	N
Students without Disabilities	103	724	725	737	*	*	*	*	*	*	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	131	722	724	734	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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2016-2017

Grade Span 09-12

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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	152	714	718	724	29%	36%	25%	11%	0%	11%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	82	717	717	709	22%	37%	31%	*	*	11%	14%
Black or African American	61	705	718	702	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	88	713	718	724	*	*	*	*	*	*	27%
Male	64	715	718	724	*	*	*	*	*	*	29%
Economically Disadvantaged Students	134	713	718	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	18	721	720	732	*	*	*	*	*	*	35%
Students with Disabilities	28	686	*	692	*	*	*	*	*	*	N
Students without Disabilities	124	720	*	728	*	*	*	*	*	*	N
English Learners	N	N	N	691	N	N	N	N	N	N	N
Non-English Learners	152	714	*	725	29%	36%	25%	11%	0%	11%	N
Homeless Students	N	N	N	702	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

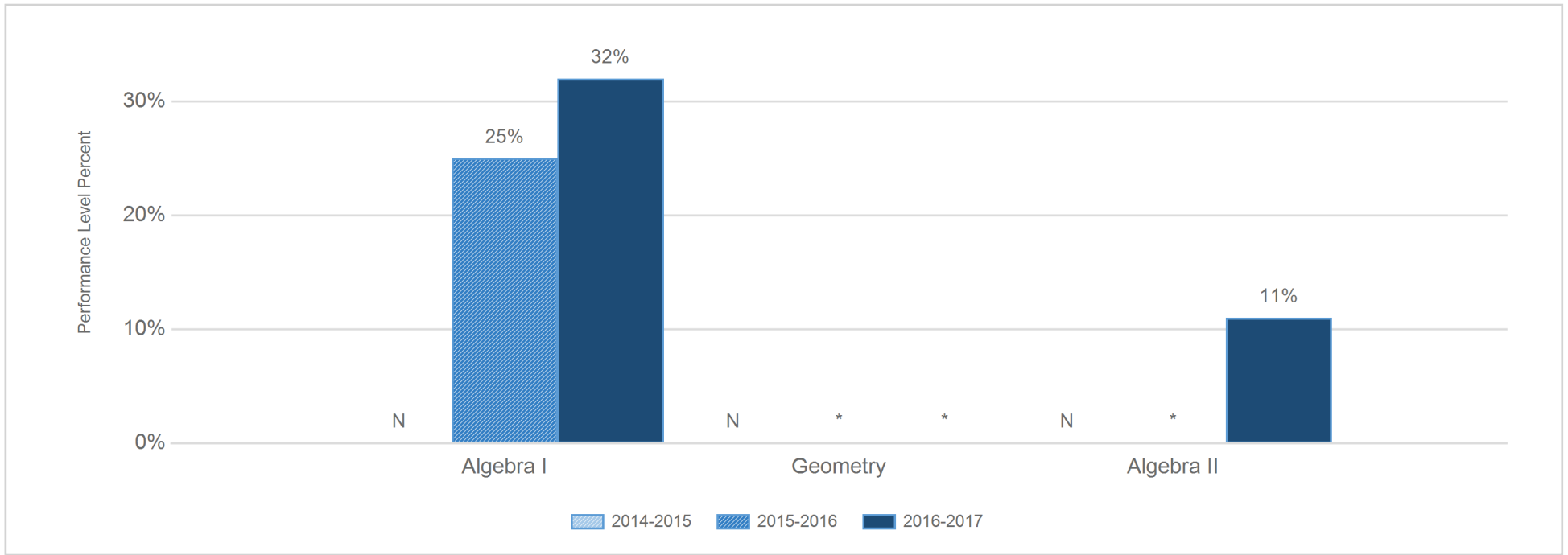


North 13th St Tech
2016-2017
Grade Span 09-12

13-1390-050
ESSEX
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300 N 13TH ST
NEWARK, NJ 07107-1218

Mathematics Assessment – Performance Trends

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





**North 13th St Tech
2016-2017**

Grade Span 09-12

**13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218**

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	N	N

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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



**North 13th St Tech
2016-2017
Grade Span 09-12**

**13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218**

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.

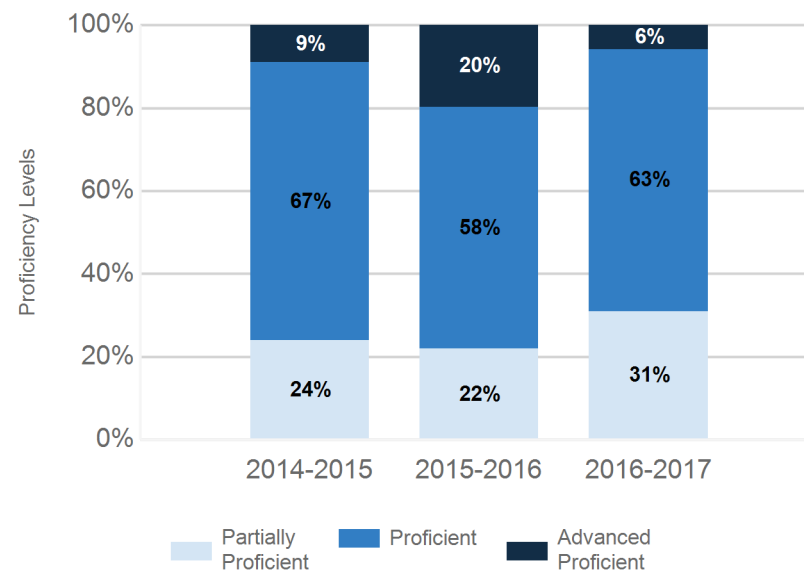
Biology Assessment - Performance

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	6%	63%	31%
White	N	*	N
Hispanic	6%	58%	36%
Black or African American	*	70%	26%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	6%	61%	33%
Students with Disabilities	N	52%	48%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	10.5%	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	433	481	Varies By Grade	43%	67%
PSAT - Math	435	483	Varies By Grade	18%	49%
SAT - Reading and Writing	480	551	480	56%	77%
SAT - Math	490	552	530	27%	58%
ACT - Reading	19	24	22	36%	65%
ACT - English	17	24	18	21%	79%
ACT - Math	18	24	22	14%	65%
ACT - Science	18	23	23	*	54%



North 13th St Tech
2016-2017

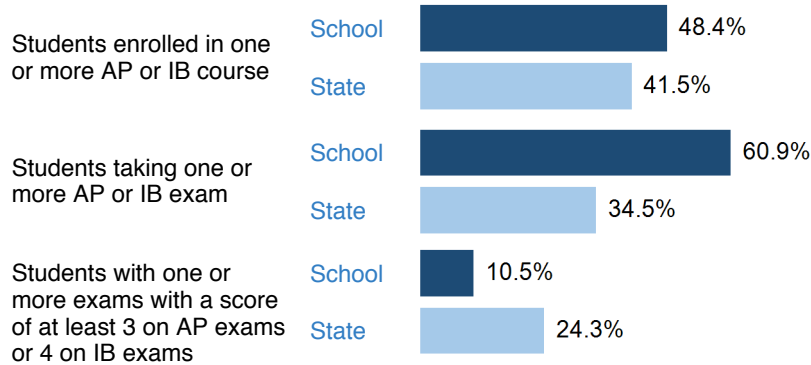
Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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.



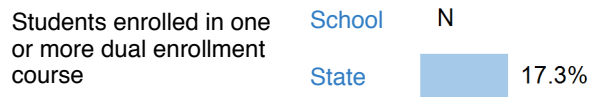
AP/ IB Courses Offered

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 Calculus AB	32	32
AP English Language and Composition	48	48
AP English Literature and Composition	49	47
AP Spanish Language	0	29
AP Spanish Literature	31	0
AP U.S. History	44	76
Total Exams Taken		232
Exams with scores of at least 3 on AP exams or 4 on IB exams		28

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.





North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

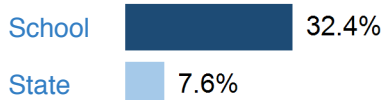
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	175	35	0	0	0	0	0
10	1	132	31	0	0	0	0
11	0	1	121	31	0	0	1
12	0	0	0	73	32	0	51
Schoolwide	176	168	152	104	32	0	52
Enrolled in AP/IB Course	0	0	0	0	32	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	0	0	0	175	0	0
10	157	0	0	5	0	0
11	0	139	15	0	0	0
12	0	0	0	0	33	0
Schoolwide	157	139	15	180	33	0
Enrolled in AP/IB Course	N	N	N	N	N	N



North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	0	175	0	0	0	0
10	0	62	0	0	0	110
11	N	N	N	N	N	N
12	0	155	0	0	0	0
Schoolwide	0	392	0	0	0	110
Enrolled in AP/IB Course	0	44	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	N	N	N	N	N	N	N
10	153	0	0	0	0	0	0
11	1	0	0	0	0	0	0
12	122	0	0	0	0	0	0
Schoolwide	276	0	0	0	0	0	0
Enrolled in AP/IB Course	31	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	20	0	0	0	0	0	0



North 13th St Tech
2016-2017

Grade Span 09-12

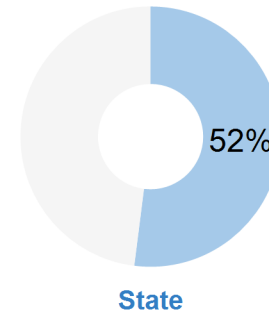
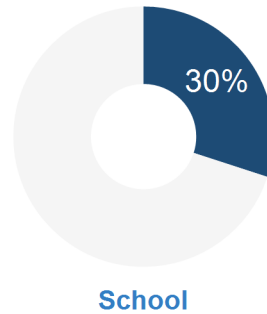
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NEWARK, NJ 07107-1218

Visual and Performing Arts – Course Participation

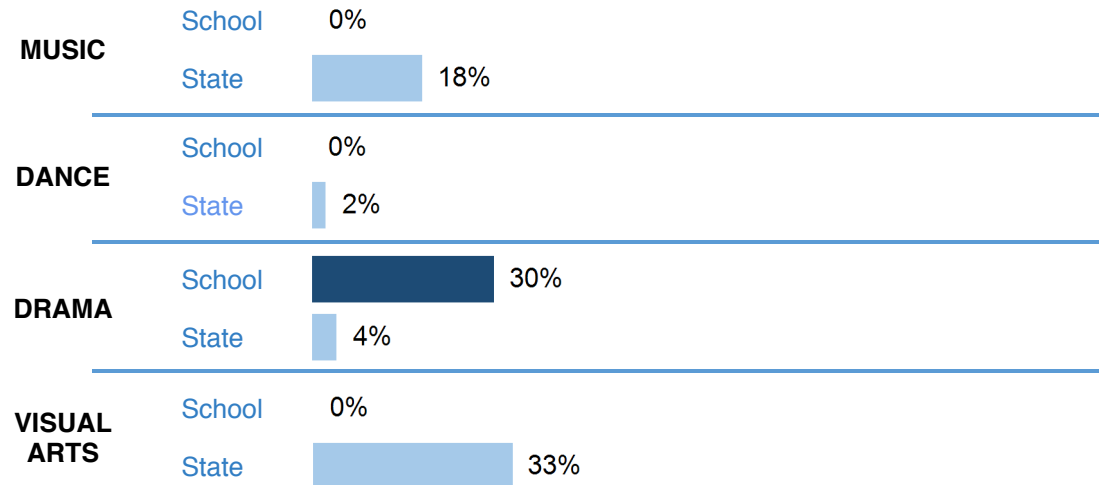
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	96.9%	90.5%	99.4%	91.8%	98.8%	N	Met Goal	98%	N	Met Goal
White	N	94.5%	*	95.1%	*	*	*	*	**	**
Hispanic	96.9%	84.3%	100%	86.3%	100%	N	Met Goal	96.3%	N	Met Goal
Black or African American	96.7%	83.4%	98.6%	85.3%	97.1%	N	Met Goal	100%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	*	*
Two or More Races	*	91.9%	*	93.7%	*	*	*	*	*	*
Economically Disadvantaged Students	98.5%	83.9%	99.3%	85.6%	98.6%	N	Met Goal	97.5%	N	Met Goal
Students with Disabilities	95.5%	78.8%	100%	82.1%	100%	N	Met Goal	100%	N	Met Goal
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	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	96.9%	-
2016	99%	99.4%
2015	97%	98%

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%
2015-2016	0%	1.1%
2014-2015	0.2%	1.1%

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



**North 13th St Tech
2016-2017**

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	70.5%	11.8%	88.2%
White	*	0%	*
Hispanic	60.4%	16.4%	83.6%
Black or African American	85%	7.8%	92.2%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	71.2%	11.1%	88.9%
Students with Disabilities	47.8%	45.5%	54.6%
English Learners	N	N	N

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	71.8%	21.4%	78.6%	66.7%	33.3%	82.1%	18%
White	*	*	0%	*	0%	*	0%
Hispanic	66.3%	27.9%	72.1%	80.3%	19.7%	90.2%	9.8%
Black or African American	76.9%	10%	90%	48%	52%	70%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	0%	*	0%
American Indian or Alaska Native	*	*	*	*	*	*	0%
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	70.6%	22.8%	77.2%	66.3%	33.7%	82.2%	17.8%
Students with Disabilities	63.2%	50%	50%	83.3%	16.7%	100%	0%
English Learners	N	N	N	N	N	N	N



North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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

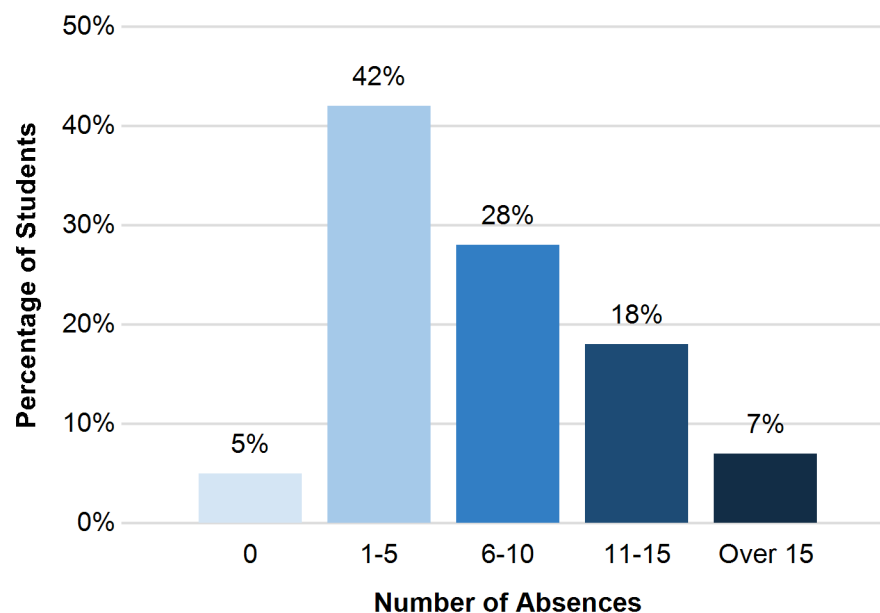
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	14.30	Met Target
White	0	**	**
Hispanic	4.10	14.30	Met Target
Black or African American	2.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.90	14.30	Met Target
Students with Disabilities	3.70	14.30	Met Target
English Learners	N	**	**

** 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.



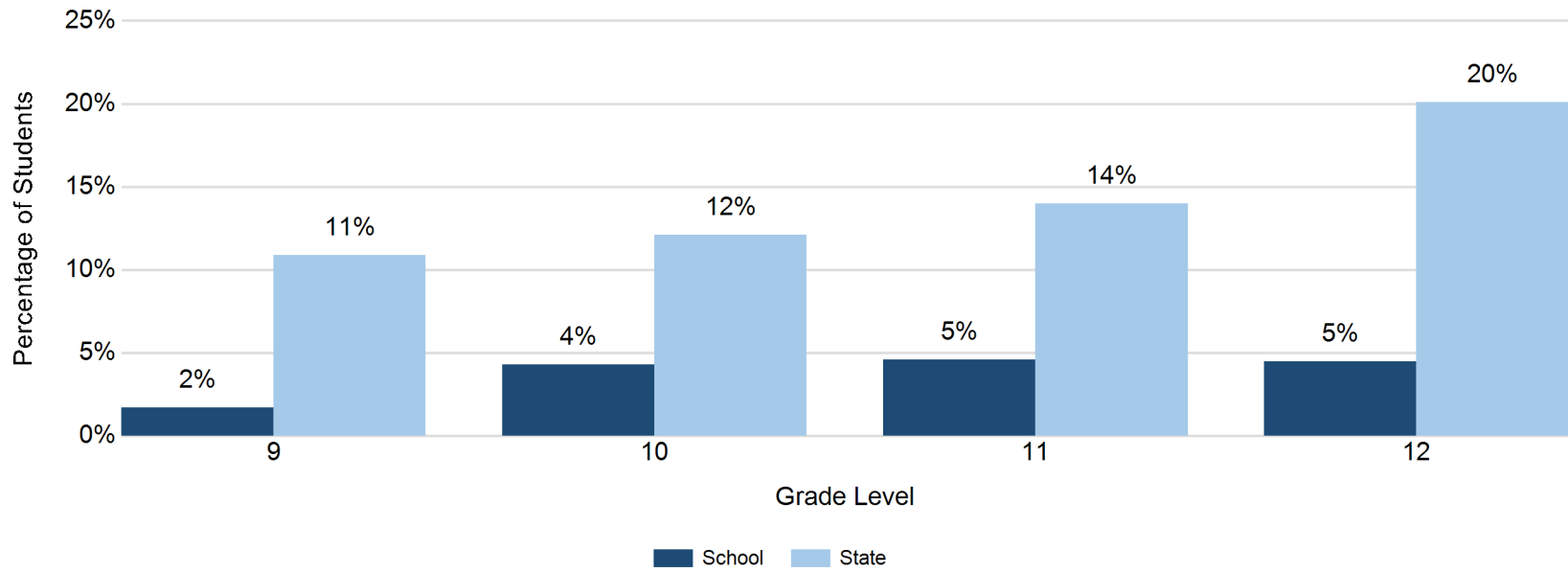


North 13th St Tech
2016-2017
Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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.





North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.31

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	0.0%
Out-of-School Suspensions	9.4%
Any Suspension	9.4%

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



**North 13th St Tech
2016-2017
Grade Span 09-12**

**13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218**

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	1:1.3	423.5 kbps	100 kbps	Yes	N	Fiber	No

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	\$1,368	\$16,790	\$18,158



**North 13th St Tech
2016-2017**

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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 and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	59	115,100
Average years experience in public schools	8.9	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	75%	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	21	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	13.2	11.5
Administrators in district for 4 or more years	76%	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	216:1	101:1
Librarian/Media Specialists		708:1
Nurses		531:1
Counselors		213:1
Child Study Team		354:1



North 13th St Tech
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Grade Span 09-12

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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	83%	77%
2015-16 Administrators: Same district 2016-17	86%	85%

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	98%



North 13th St Tech
2016-2017
Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	62	17.5%
Mathematics Proficiency	36	17.5%
Graduation - 4-Year	98	25%
Graduation - 5-Year	95	25%
Chronic Absenteeism	94	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.4
Summative Rating: Percentile rank of Summative Score		88 th
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.



North 13th St Tech
2016-2017

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
NEWARK, NJ 07107-1218

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	79	6	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
White	**	**	No	**	**	**	N	**	No
Hispanic	85	7	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Black or African American	88	7	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	86	7	No	Not Met	Met Target†	Met Target	Met Goal	Met Goal	No
Students with Disabilities	77	7	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



North 13th St Tech
2016-2017

Grade Span 09-12




13-1390-050
ESSEX
ESSEX CO VOC-TECH
300 N 13TH ST
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School General Info

Principal:	Dr. Clark-Jeter	Email Address:	pjeter@essextech.org
Address:	300 N 13TH ST NEWARK, NJ 07107-1218	Website:	http://www.essextech.org/n13/n13_index.php
Phone:	(973)412-2203	Facebook:	N/A
		Twitter:	https://twitter.com/@N13thCougars

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 2017 New Jersey School of Character • US News & World Report Best High School for 9 Consecutive Years • NJ Skills USA 1st Place Winners for Commercial Baking and Web Design
 Mission, Vision, Theme:	MISSION STATEMENT It is the mission of North 13th Street Tech to guide every student to realize his or her full potential in becoming lifelong learners and mindful proactive citizens of noble character by using technology effectively and applying 21st-Century knowledge and decision-making skills that are essential to making appropriate choices and meeting the challenges of a multicultural and ever-changing global society both in college and in their careers.
 Awards, Recognition, Accomplishments:	<ul style="list-style-type: none"> •U.S. News & World Report Best High Schools for the 9 consecutive years •2017 School of Character by the New Jersey Alliance for Social, Emotional, and Character •One of the first schools in the district to offer Advanced Placement classes thus contributing to our district being a 7th Annual AP District Honor Roll Recipient







**North 13th St Tech
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 <p>Courses, Curriculum, Instruction:</p>	<p>North 13th Tech offers Honors, AP, and Special Education courses. Through our Career & Technical Education programs with dual credit course offerings and structured learning experiences, students receive a personalized education that extends beyond the classroom walls to further their social, emotional, and academic growth. Students earn up to 140 credit hours, exceeding the 120 credits required by the NJDOE for graduation, as they successfully prepare for college or pursue a rewarding career.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Soccer (Boys and Girls), Softball (Girls), Track and Field - Spring (Boys and Girls), Volleyball (Boys and Girls),</p> <p>Home of the Cougars, North 13th Street Tech’s athletics program has made indelible memories for students. Our scholar-athletes demonstrate competitiveness, sportsmanship, and teamwork. Our athletic program promotes outstanding character traits including discipline, respect, hard-work, integrity, and a healthy mind and body. Beyond the display of Cougar pride, our athletes engage in community service, service learning, and leadership all while pursuing individual and team academic excellence.</p>
 <p>Clubs and Activities:</p>	<p>Anime Club Book Club Choir Dance Troupe Drama Club Fashion Club FBLA Girls Who Code Literary Magazine Math Circle Model UN Club Mock Trials Club Multicultural Club Music Club National Honor Society Poetry Club Robotics Club Senior Class Skills USA Student Council Yearbook Committee</p>
 <p>Before and After School Programs:</p>	<p>North 13th Street Tech continuously monitors the progress of students using data information systems to identify and address the needs of struggling students. Struggling students in grade 9-11 are assigned to after-school enrichment classes for one hour a day, two to four days per week where they are provided with targeted instruction in mathematics and ELA by experienced teachers. Our National Honor Society and Senior Mentors also provide peer tutoring for students in need in multiple subjects.</p>








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 <p>Staff and Professional Learning:</p>	<p>With the assistance of the School Improvement Panel, the effort is made to offer targeted staff training. The district conducts six half days of PD during the school year in addition to new teacher training and a mentoring program. North 13th Street Tech teachers meet throughout the year in scheduled professional learning communities to analyze student performance data and share best practices and resources. Training is offered on using technology such as Google Apps, EdConnect, and READ180.</p>
 <p>Postsecondary Information:</p>	<p>In 2016-17, 85% of the graduating students indicated that they will be attending either a 4 or 2-year college; 4% indicated technical schools, 3% indicated the military and 8% indicated employment or undecided. Using Naviance, students applied and were accepted to an array of colleges including Clark Atlanta, Essex County, Delaware State, Drew, Franklin & Marshall, NJIT, NYU, Montclair State, Penn State, Rider, Rowan, Rutgers, Saint Peter's, Seton Hall, Union County and William Paterson.</p>
 <p>Student Supports and Services:</p>	<p>Struggling students are identified and their deficiencies addressed with interventions. These students receive support in the summer enrichment program and though after-school enrichment classes. Moreover, students with disabilities are assigned to a member of the child study team who addresses learning, behavior and other social needs they may encounter. The I&RS Team's function is to design and recommend interventions for pupils experiencing academic, emotional and behavioral difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>The North 13th Street Tech is committed to: ?Providing students with healthy and nutritious foods; ?Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains; ?Supporting healthy eating through nutrition education; ?Encouraging students to select and consume all components of the school meal; and ?Providing students with the opportunity to engage in daily physical activity.</p>
 <p>Parent and Community Involvement:</p>	<p>North 13th Street Tech has an active Parent Teacher Student Association (PTSA), consisting of a president, vice-president, treasurer and secretary. The body meets at least once per month to evaluate initiatives, discuss ways to improve community outreach and identify ways in which to support administrators, staff, and students. Parents support safety protocols, fundraisers, cultural events, extracurricular activities, academic events, and special occurrences such as Teacher Appreciation.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>As part of a needs assessment, climate and culture surveys are conducted each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback students, parents, and staff. The 2016-17 survey indicated a positive school culture in the district.</p>
 <p>Facilities:</p>	<p>As part of a needs assessment, climate and culture surveys are conducted each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback students, parents, and staff. The 2016-17 survey indicated a positive school culture in the district.</p>



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Other Information:

The New Jersey Alliance for Social, Emotional, and Character Development (NJASECD) and Character.org recognized N. 13th Street Tech as a 2017 recipient of the New Jersey Schools of Character award. Each year, Character.org and its state affiliates select schools and districts that demonstrate a dedicated focus on character development that has a true positive impact on academic achievement, student behavior, and school climate. N. 13th Street Tech was one of 23 schools in New Jersey that received this recognition. Criteria for the designations are based on Character.org's 11 Principles of Effective Character Education, which includes providing students with opportunities for moral action, fostering shared leadership and engaging families and communities as partners in character-building efforts. "You can feel the positive climate in these schools the minute you walk through the door. The students, staff, and community are respectful and care about each other, and the academics scores improve," states Nina Kemps, New Jersey Schools of Character Coordinator. MOTTO: "COUGARS GOT CHARACTER!" C - Compassion H - Humility A - Adaptability R - Respect A - Audaciousness C - Commitment T - Trustworthiness E - Enthusiasm R - Resilience GUIDING PRINCIPLES ?Aspire to be great! ?Exercise self-discipline. ?Demonstrate respect for oneself and others. ?Support a positive school environment ... do not be a bystander! ?Contribute to your community. ?Display Cougar pride! Information regarding school policies can be found on our website @ http://www.essextech.org/n13/n13_policies.php.