



West Caldwell Tech
2016-2017


Grade Span 09-12

13-1390-080
ESSEX
ESSEX CO VOC-TECH
620 PASSAIC AVE
WEST CALDWELL, NJ 07006-6711

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	45	55	70
10	88	47	51
11	12	45	49
12	39	42	41
Ungraded	118	112	108
Total	301	299	319

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	49%	52%	52%
Male	52%	48%	48%
Economically Disadvantaged Students	74%	74%	75%
Students with Disabilities	48%	47%	43%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
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	45.9%
Black or African American	44.7%
White	6.9%
Asian	1.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.9%

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	275	263	282
Shared Time Students	51	72	72
Full Time Equivalent	301	299	318

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	78.1%
Spanish	17.6%
Creoles and pidgins, English based	1.6%
Other	2.6%



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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	146	99.3	32.90	49.60	54.90	32.9	51.5	Not Met
White	*	*	*	60.00	63.90	*	**	**
Hispanic	72	100.0	34.70	44.10	39.80	34.7	57.7	Not Met
Black or African American	66	98.5	30.30	55.70	35.20	30.3	42.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.70	80.70	*	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	40.00	54.90	*	**	**
Female	85	100.0	38.90	55.80	62.20	38.9		
Male	61	98.4	24.60	41.10	48.10	24.6		
Economically Disadvantaged Students	121	100.0	33.90	48.90	36.20	33.9	54	Not Met
Non-Economically Disadvantaged Students	25	96.2	28.00	52.90	65.80	28		
Students with Disabilities	41	97.6	17.10	13.30	20.50	17.1	37.9	Not Met
Students without Disabilities	105	100.0	39.10	53.30	61.90	39.1		
English Learners	N	N	*	14.40	25.20	*	**	**
Non-English Learners	146	99.3	*	53.10	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	*	*	*	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	81	735	747	748	*	24%	35%	21%	*	27%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	36	734	742	732	*	*	28%	*	*	28%	35%
Black or African American	40	735	752	730	*	*	40%	*	*	28%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	46	742	751	756	*	*	37%	*	*	33%	60%
Male	35	725	741	741	*	*	31%	*	*	20%	43%
Economically Disadvantaged Students	69	737	747	730	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	12	724	746	757	*	*	*	*	*	17%	62%
Students with Disabilities	21	722	*	714	*	*	*	*	*	14%	13%
Students without Disabilities	60	739	*	754	*	*	*	*	*	32%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	N
Non-English Learners	81	735	750	751	*	24%	35%	21%	*	27%	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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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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	60	740	747	742	17%	*	33%	30%	*	37%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	34	748	742	727	*	*	38%	35%	*	41%	34%
Black or African American	24	728	750	725	*	*	*	*	*	29%	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	N	N	N	737	N	N	N	N	N	N	42%
Female	36	744	752	751	*	*	*	*	*	42%	54%
Male	24	733	739	733	*	*	*	*	*	29%	39%
Economically Disadvantaged Students	47	740	745	726	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	13	738	751	750	*	*	*	*	*	39%	54%
Students with Disabilities	15	708	*	704	*	*	*	*	*	*	12%
Students without Disabilities	45	750	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	680	N	N	N	N	N	N	N
Non-English Learners	60	740	749	745	17%	*	33%	30%	*	37%	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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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	60	752	759	735	*	*	25%	58%	*	63%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	29	751	759	731	*	*	*	59%	*	62%	34%
Black or African American	27	755	760	727	*	0%	*	59%	*	67%	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	*	*	*	731	*	*	*	*	*	*	36%
Female	34	760	767	743	*	*	*	68%	*	77%	46%
Male	26	742	751	728	*	*	*	46%	*	46%	31%
Economically Disadvantaged Students	42	756	758	729	*	*	*	60%	*	67%	32%
Non-Economically Disadvantaged Students	18	742	765	739	*	*	*	56%	*	56%	42%
Students with Disabilities	21	741	732	709	*	*	*	52%	*	52%	12%
Students without Disabilities	39	758	762	741	*	*	*	62%	*	69%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	N
Non-English Learners	60	752	*	737	*	*	25%	58%	*	63%	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.

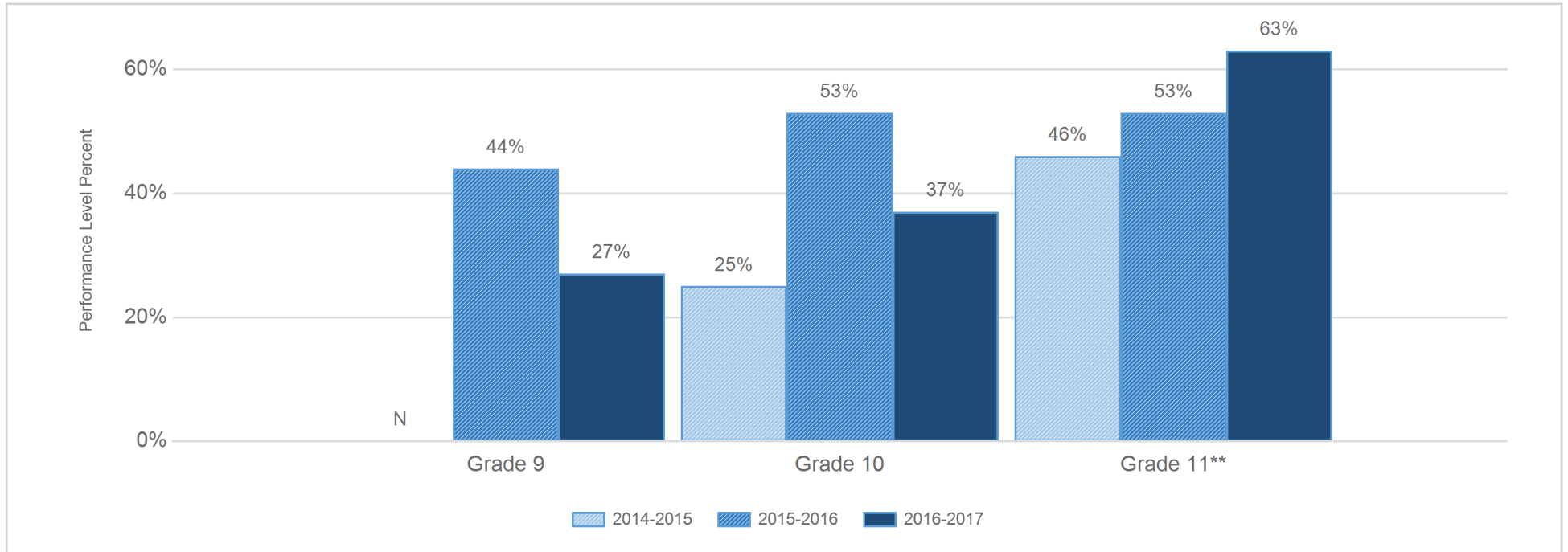


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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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	146	99.3	20.50	23.90	43.50	20.5	18.8	Met Target
White	*	*	*	60.00	52.40	*	**	**
Hispanic	72	100.0	23.60	20.90	27.60	23.6	23.3	Met Target
Black or African American	66	98.5	15.20	26.10	21.70	15.2	9.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	50.00	75.60	*	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	0.00	44.90	*	**	**
Female	85	100.0	20.00	23.00	44.10	20		
Male	61	98.4	21.30	25.10	42.90	21.3		
Economically Disadvantaged Students	108	100.0	16.70	19.30	25.10	16.7	20.6	Met Target†
Non-Economically Disadvantaged Students	38	97.4	31.60	38.50	54.30	31.6		
Students with Disabilities	41	97.6	*	4.10	16.50	*	8.6	Met Target†
Students without Disabilities	105	100.0	*	25.90	48.80	*		
English Learners	N	N	*	8.20	23.30	*	**	**
Non-English Learners	146	99.3	*	25.40	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	*	*	*	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	81	730	738	742	17%	25%	36%	22%	0%	22%	42%
White	*	*	*	750	*	*	*	*	*	*	52%
Hispanic	36	732	737	727	*	*	42%	*	0%	25%	24%
Black or African American	40	728	740	724	*	25%	35%	*	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	46	732	738	743	*	*	41%	*	0%	22%	43%
Male	35	728	739	741	*	*	29%	*	0%	23%	40%
Economically Disadvantaged Students	56	725	734	726	*	*	*	*	*	14%	23%
Non-Economically Disadvantaged Students	25	741	748	751	*	*	*	*	*	40%	52%
Students with Disabilities	21	713	*	714	*	*	*	*	*	*	10%
Students without Disabilities	60	736	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	707	N	N	N	N	N	N	N
Non-English Learners	81	730	739	744	17%	25%	36%	22%	0%	22%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	48	719	724	733	*	*	*	*	*	*	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	26	721	722	722	*	*	*	*	*	*	14%
Black or African American	21	715	725	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	757	N	N	N	N	N	N	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	29	717	723	734	*	*	*	*	*	*	31%
Male	19	721	724	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	36	720	723	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	12	717	726	740	*	*	*	*	*	*	39%
Students with Disabilities	15	708	712	711	*	*	*	*	*	*	N
Students without Disabilities	33	724	725	737	*	*	*	*	*	*	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	48	719	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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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	49	720	718	724	29%	31%	*	22%	*	22%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	22	727	717	709	*	*	*	*	0%	27%	14%
Black or African American	23	710	718	702	*	44%	*	*	0%	13%	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	25	717	718	724	*	*	*	*	0%	20%	27%
Male	24	722	718	724	*	*	*	*	0%	25%	29%
Economically Disadvantaged Students	37	722	718	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	12	712	720	732	*	*	*	*	*	*	35%
Students with Disabilities	21	703	*	692	*	*	*	*	*	*	N
Students without Disabilities	28	732	*	728	*	*	*	*	*	*	N
English Learners	N	N	N	691	N	N	N	N	N	N	N
Non-English Learners	49	720	*	725	29%	31%	*	22%	*	22%	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%

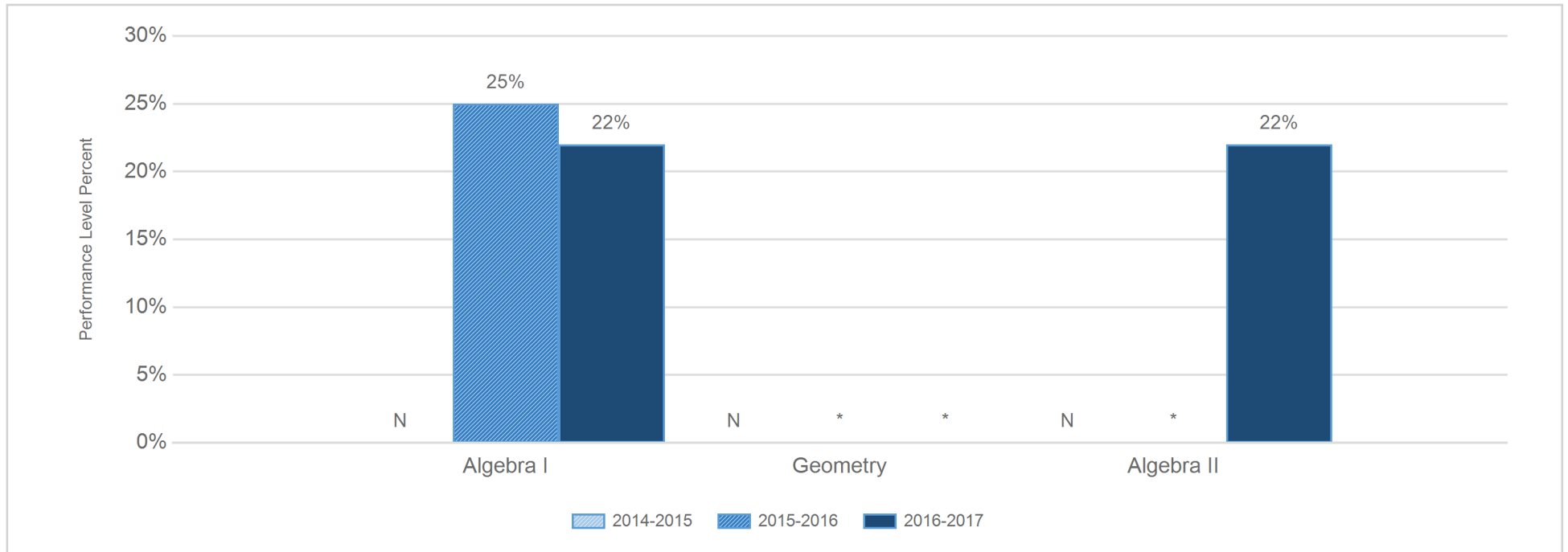


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

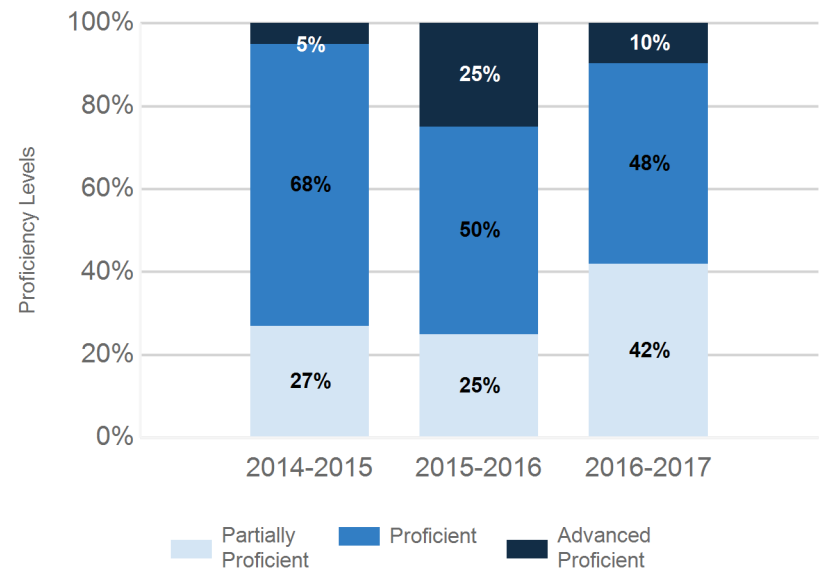
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	10%	48%	42%
White	*	N	N
Hispanic	*	50%	36%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	8%	50%	42%
Students with Disabilities	N	N	*
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.





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	*	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	437	481	Varies By Grade	52%	67%
PSAT - Math	435	483	Varies By Grade	20%	49%
SAT - Reading and Writing	470	551	480	44%	77%
SAT - Math	460	552	530	11%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



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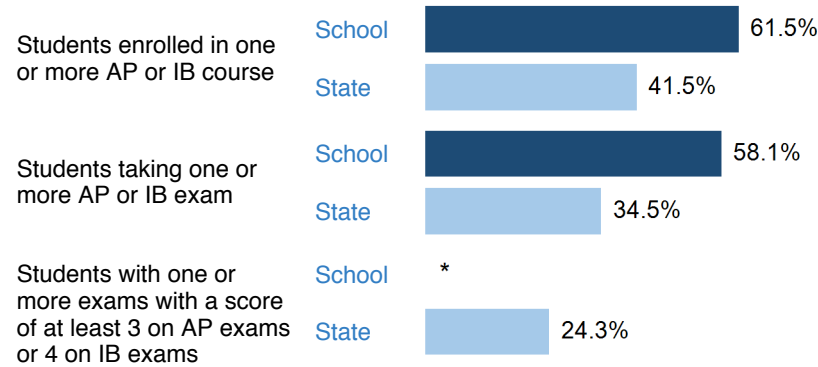
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



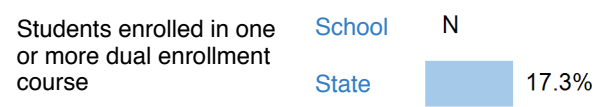
AP/ IB Courses Offered

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 Computer Science A	0	5
AP Computer Science Principles	5	0
AP English Language and Composition	24	22
AP English Literature and Composition	12	11
AP U.S. History	22	22
Total Exams Taken		60
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

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





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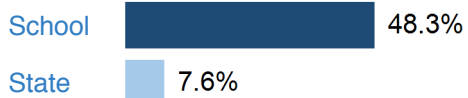
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

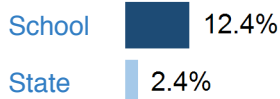
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	81	23	0	0	0	0	9
10	0	48	12	0	0	0	6
11	0	0	37	0	0	0	1
12	0	0	0	14	10	0	29
Schoolwide	81	71	49	14	10	0	45
Enrolled in AP/IB Course	N	N	N	N	N	N	N

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	1	0	0	80	0	8
10	66	0	0	0	0	0
11	2	50	10	6	0	0
12	1	0	0	3	22	30
Schoolwide	70	50	10	89	22	38
Enrolled in AP/IB Course	N	N	N	N	N	N



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	8	82	0	0	0	0
10	0	34	0	0	0	32
11	0	7	0	0	0	1
12	0	56	0	0	0	0
Schoolwide	8	179	0	0	0	33
Enrolled in AP/IB Course	0	22	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	9	0	0	0	0	0	0
10	6	0	0	0	0	0	0
11	61	0	0	0	0	0	0
12	N	N	N	N	N	N	N
Schoolwide	76	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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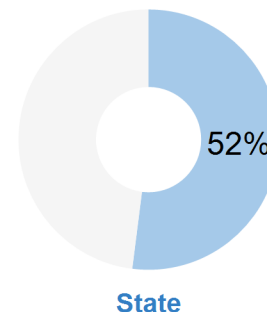
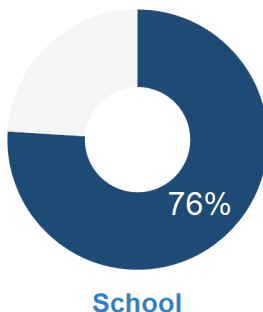
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Visual and Performing Arts – Course Participation

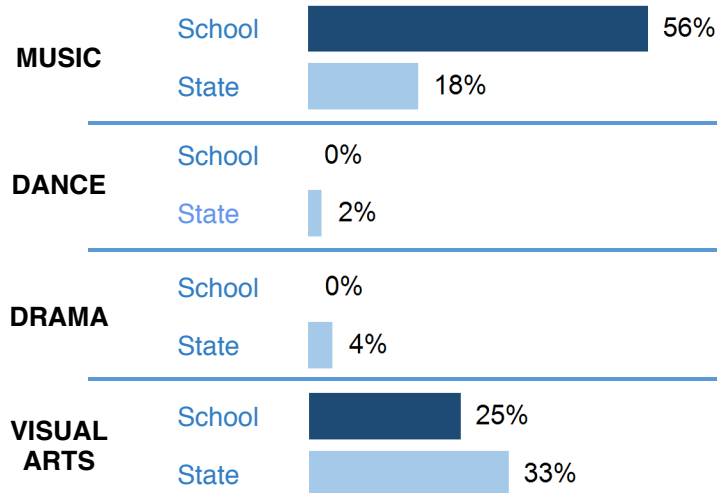
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.9%	90.5%	92.9%	91.8%	92.9%	90.4%	Met Target	90.2%	85.0%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	94.1%	84.3%	97.5%	86.3%	97.5%	N	Met Goal	97.4%	N	Met Goal
Black or African American	90%	83.4%	85.7%	85.3%	85.7%	**	**	81%	N	N
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	93.6%	83.9%	90.5%	85.6%	90.5%	89.7%	Met Target	89.6%	86.2%	Met Target
Students with Disabilities	83.3%	78.8%	81.8%	82.1%	81.8%	85.7%	Not Met	85.2%	77.2%	Met Target
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	92.9%	-
2016	93%	92.9%
2015	90%	90%

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	N	N
2015-2016	N	N
2014-2015	N	N

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.7%	22.7%	77.3%
White	*	*	*
Hispanic	59.4%	15.8%	84.2%
Black or African American	76.2%	18.8%	81.3%
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	71.1%	12.5%	87.5%
Students with Disabilities	54.3%	42.1%	57.9%
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	70.8%	63%	37%	93.5%	6.5%	97.8%	2.2%
White	*	*	*	*	0%	*	*
Hispanic	79.1%	61.8%	38.2%	94.1%	5.9%	100%	0%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	73.9%	58.8%	41.2%	91.2%	8.8%	100%	0%
Students with Disabilities	50%	78.6%	21.4%	92.9%	7.1%	92.9%	7.1%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

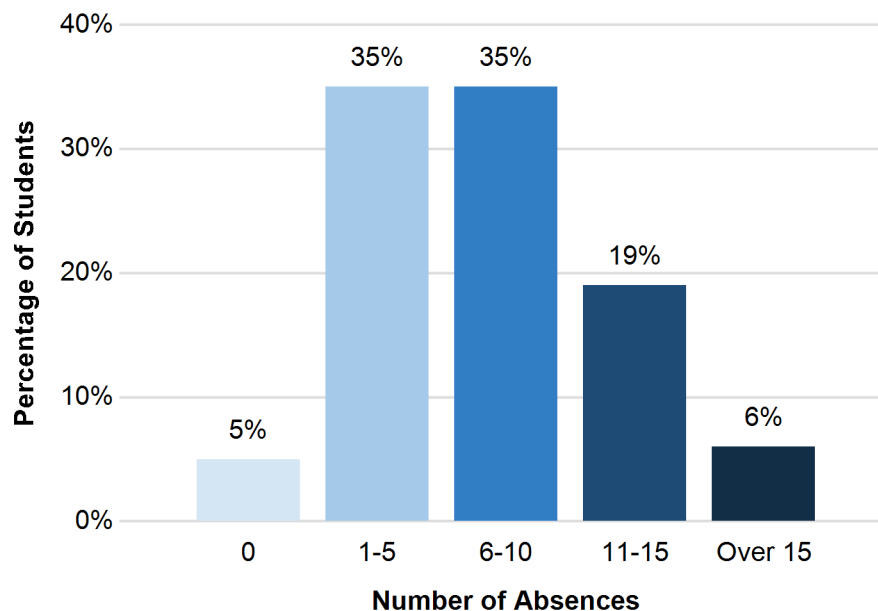
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	14.30	Met Target
White	0	**	**
Hispanic	2.90	14.30	Met Target
Black or African American	6.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	5.40	14.30	Met Target
Students with Disabilities	4.90	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.



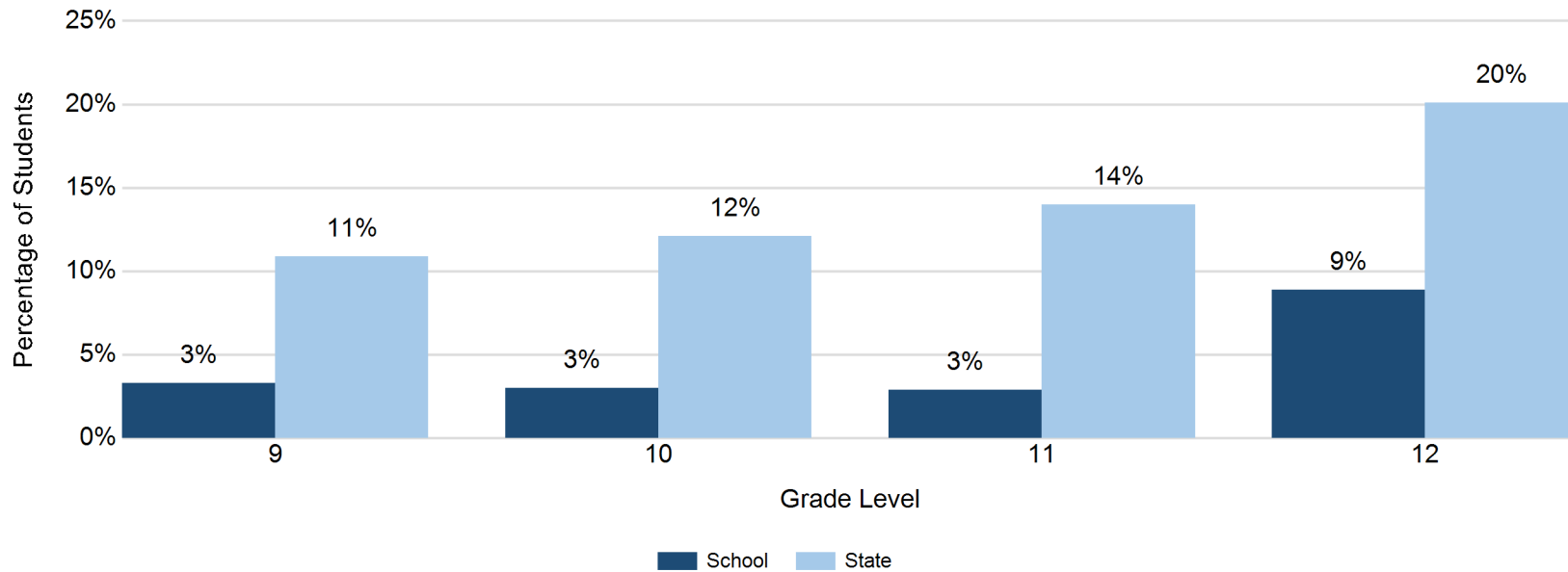


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:15AM
Typical End Time	3:45PM
Length of School Day	8 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 45 Mins.
Shared Time - Instructional Time	2 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.63

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	1.3%
Out-of-School Suspensions	15.1%
Any Suspension	16.4%

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



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.4	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



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience 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	33	115,100
Average years experience in public schools	8.6	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	70%	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	10:1	11:1
Administrators	159:1	101:1
Librarian/Media Specialists		708:1
Nurses		531:1
Counselors		213:1
Child Study Team		354:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators 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%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	37	17.5%
Mathematics Proficiency	46	17.5%
Graduation - 4-Year	57	25%
Graduation - 5-Year	33	25%
Chronic Absenteeism	92	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.9
Summative Rating: Percentile rank of Summative Score		51 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.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	51	6	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	79	7	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
Black or African American	53	7	No	Not Met	Met Target	Met Target	**	N	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	N	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	65	7	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	62	7	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Robinson	Email Address:	arobinson@essextech.org
Address:	620 PASSAIC AVE WEST CALDWELL, NJ 07006-6711	Website:	www.essextech.org
Phone:	(973)412-2205	Facebook:	https://www.facebook.com/WestCaldwellTech-ECVTS
		Twitter:	https://twitter.com/WCaldwellTech

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • West Caldwell Tech received "Green Ribbon Schools" recognition in 2016 from New Jersey Department of Education. • West Caldwell Tech increased the number of Advanced Placement (AP) classes offered. • West Caldwell Tech maintains a 1:1 device program. Technology is a key component in meeting the needs of our students.
 <p>Mission, Vision, Theme:</p>	<p>ECVTS West Caldwell Tech mission is to create a school environment where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st Century. ECVTS West Caldwell Tech will be one of nation's top performing schools, graduating all students, college and/or highly skilled career ready.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>ECVTS West Caldwell Tech, was one of five New Jersey schools to win the US Department of Education's prestigious "Green Ribbon School" award in 2016. We were also recognized by the New Jersey Audubon (NJJA), New Jersey Department of Environmental Protection (NJDEP), New Jersey School Boards Association (NJSBA), and the New Jersey Association of School Administrators (NJASA).</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our educational program offers a variety of courses to meet the needs of all of our students. This course work allows students to successfully prepare for college or pursue a rewarding career. Emphasis is placed on the integration of overarching big ideas, inter-disciplinary connections, technology, critical thinking skills, communication skills, enduring understandings, differentiation of learning, essential questions, and application/transfer of knowledge and skills.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (), Basketball (Boys), Bowling (Co-ed), Cross-Country (Co-ed), Soccer (Co-ed), Softball (Girls), Volleyball (Boys and Girls),</p> <p>ECVTS West Caldwell Tech increased its Interscholastic sports offerings. The goal is to promote citizenship and sportsmanship. Ultimately, instill school pride, a sense of community, teach lifelong lessons of teamwork and perseverance, while promoting the physical and emotional development of our students.</p>
 <p>Clubs and Activities:</p>	<p>In addition to our sports program offerings, our students enjoy a number of extracurricular activities enhance their learning experience. Some of these include: FBLA, Girls Who Code, National Honor Society, Poetry Club, Robotics Coach, Senior Class Advisor, Skills USA, Bowling Club, Yearbook, Technology Student Association, DECA, FFA, Internet Radio Advisor, and Student Council.</p>
 <p>Before and After School Programs:</p>	<p>Student progress is continuously monitored. Struggling students, grades 9 -12 are assigned to before school classes three days per week. This is primarily due to transportation constraints. Additional career and technical education classes are offered to our Transition Center students.</p>








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 <p>Staff and Professional Learning:</p>	<p>ECVTS West Caldwell Tech professional development plan provides opportunities for instructional staff to improve lesson delivery and student achievement. With the assistance of the School Improvement Panel (SciP), school based training is provided. Teachers work collaboratively on achieving common goals by developing ambitious and rigorous student growth objectives during common planning time. Out of district professional development training that is relevant to respective content areas.</p>
 <p>Postsecondary Information:</p>	<p>ECVTS West Caldwell Tech students are prepared for postsecondary success. Our CTE programs continues to evolve into an academically rigorous pathway that offers students an opportunity to learn in context. It has become a viable approach to ensure that students are ready for both careers and college.</p>
 <p>Student Supports and Services:</p>	<p>Student performance is continuously monitored. Students who are struggling are quickly identified and their deficiencies are addressed with timely interventions. Students with disabilities are assigned to a member of the child study team who address learning, behavior and other social needs they may encounter. Meetings are scheduled with other stakeholders – instructors, counselors, parents on an as needed basis so that the welfare of students are addressed.</p>
 <p>Student Health and Wellness:</p>	<p>The district 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>ECVTS West Caldwell Tech has a functional Parent Teacher Student Association (PTSA), consisting of a president, vice-president, treasurer and secretary. The body meets at least once per month at their respective schools to evaluate initiatives and discuss ways to improve community outreach and parental involvement. There is also a District Parent Advisory Council (DIPAC) consisting of an executive member of each school, which meets at least four times a year.</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 in the spring 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.</p>
 <p>Facilities:</p>	<p>ECVTS West Caldwell Tech was constructed in 1970. A new gymnasium was added in 2003. The school has central air conditioning and will undergo major renovations in 2019 in order to enhance the educational facilities in the Career and Technical Education (CTE) areas (e.g. Auto Tech, Cosmetology, Culinary Arts, Carpentry, Masonry, and Greenhouse).</p>



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Other Information:

ECVTS West Caldwell Tech school day begins at 8:05am and ends at 2:45pm. The school takes proactive measures to protect the safety and security of all our students and staff members. ECVTS West Caldwell Tech is to have a school safety and security plan. The plan is designed with the help of law enforcement, emergency management, public health officials and all other key stakeholders. Effective communication is essential to creating a teacher-parent relationship. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication from parent conferences to the use of internet technology. Communications are conducted via E-mail from the district/school, online parent portal, district/school e-newsletters, district/school website, and telephone/voice messaging system. We evaluate all applicants equally. Our admissions process consists of completing an application. Students take an assessment in Reading, Language and Mathematics. Next, School personnel schedule and conduct interviews. Finally, the School Admission Committee reviews all student records. ECTVS West Caldwell Tech Uniform Policy was implemented to maintain a safe, respectful, and positive learning environment, to model good citizenship, and promote school pride.