



ESSEX CO VOC-TECH
(13-1390)
Grades Offered: 09-12
2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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District Contact Info

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

Type	Contact Information
County	ESSEX
District	ESSEX CO VOC-TECH
Superintendent Name	DR. PEDERSEN
Address	60 NELSON PLACE, 1 NORTH NEWARK, NJ 07102
Phone Number	(973)412-2069
Email Address	JPEDERSEN@ESSEXTECH.ORG
Website	http://www.essextech.org



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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
BLOOMFIELD TECH	09-12
NEWARK TECH	09-12
NORTH 13TH ST TECH	09-12
WEST CALDWELL TECH	09-12



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	546	583	688
10	578	519	565
11	520	527	497
12	529	496	506
Total	2,173	2,125	2,256

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	55.3%	55.4%	54.8%
Male	44.7%	44.6%	45.2%
Economically Disadvantaged Students	83.6%	82.4%	81.0%
Students with Disabilities	11.4%	11.6%	10.9%
English Learners	6.1%	5.8%	7.5%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.7%	1.6%	1.4%
Hispanic	49.8%	51.3%	52.4%
Black or African American	46.7%	45.0%	44.2%
Asian	0.7%	1.0%	0.8%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.5%
American Indian or Alaska Native	0.3%	0.2%	0.4%
Two or More Races	0.1%	0.3%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,134	2,089	2,225
Shared Time Students	76	72	60
Full Time Equivalent	2,172	2,125	2,255

Enrollment by Home Language

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

Home Language	% of Students
English	72.4%
Spanish	24.9%
Other Languages	2.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	1215	99.7	58.1	56.7	58.1	54.4	Met Target
White	12	100.0	66.7	65.6	66.7	**	**
Hispanic	658	99.8	50.9	42.5	50.9	52.6	Met Target†
Black or African American	519	99.4	66.9	37.3	66.9	56	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.4	82.3	71.4	**	**
American Indian or Alaska Native	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	63.4	*	**	**
Female	661	99.7	66.7	64.5	66.7		
Male	554	99.6	47.8	49.4	47.8		
Economically Disadvantaged Students	1011	99.7	57.9	38.5	57.9	53.1	Met Target
Non-Economically Disadvantaged Students	204	99.5	59.4	67.5	59.4		
Students with Disabilities	99	98.0	*	21.6	30.3	28.2	Met Target
Students without Disabilities	1116	99.8	*	63.9	60.5		
English Learners	118	100.0	*	27.3	*	29.6	Not Met
Non-English Learners	1097	99.6	*	59.4	*		
Homeless Students	N	N	N	27.7	N		
Students In Foster Care	*	*	*	26.3	*		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	672	755	752	3%	8%	29%	51%	8%	59%	55%
White	*	*	760	*	*	*	*	*	*	64%
Hispanic	355	750	735	5%	11%	32%	46%	5%	52%	38%
Black or African American	294	761	734	*	*	24%	58%	11%	69%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	760	*	*	*	*	*	*	63%
Female	350	761	759	*	*	27%	57%	11%	67%	63%
Male	322	749	744	*	*	31%	45%	6%	50%	46%
Economically Disadvantaged Students	555	754	733	*	*	30%	50%	7%	57%	34%
Non-Economically Disadvantaged Students	117	762	761	*	*	24%	55%	14%	68%	65%
Students with Disabilities	49	*	716	*	24%	43%	*	*	24%	15%
Students without Disabilities	623	*	758	*	7%	28%	*	*	62%	62%
English Learners	72	720	691	*	*	35%	*	*	11%	*
Non-English Learners	600	759	755	*	*	28%	*	*	65%	*
Homeless Students	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	550	756	749	8%	12%	23%	41%	16%	57%	51%
White	*	*	756	*	*	*	*	*	*	58%
Hispanic	306	*	733	10%	14%	25%	39%	11%	51%	38%
Black or African American	229	*	728	6%	10%	21%	43%	21%	64%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	313	762	759	7%	9%	18%	46%	20%	66%	60%
Male	237	747	739	10%	17%	28%	34%	11%	45%	42%
Economically Disadvantaged Students	461	757	730	8%	11%	22%	*	*	59%	34%
Non-Economically Disadvantaged Students	89	747	758	11%	17%	25%	*	*	47%	59%
Students with Disabilities	48	*	707	23%	*	27%	*	*	33%	15%
Students without Disabilities	502	*	756	7%	*	22%	*	*	59%	57%
English Learners	41	702	684	*	*	*	*	*	*	*
Non-English Learners	509	760	752	*	*	*	*	*	*	*
Homeless Students	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	486	758	736	3%	8%	25%	51%	13%	63%	39%
White	*	*	737	*	*	*	*	*	*	41%
Hispanic	254	757	731	*	*	31%	46%	13%	59%	35%
Black or African American	218	759	729	*	*	20%	56%	12%	67%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	737	*	*	*	*	*	*	39%
Female	277	764	745	*	*	21%	*	*	71%	48%
Male	209	751	728	*	*	31%	*	*	53%	31%
Economically Disadvantaged Students	398	*	730	*	*	26%	*	*	64%	33%
Non-Economically Disadvantaged Students	88	*	739	*	*	20%	*	*	61%	42%
Students with Disabilities	44	*	708	*	*	41%	*	*	36%	13%
Students without Disabilities	442	*	742	*	*	24%	*	*	66%	44%
English Learners	35	735	702	*	*	40%	31%	0%	31%	*
Non-English Learners	451	760	738	*	*	24%	52%	14%	66%	*
Homeless Students	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	707	N	N	N	N	N	N	*



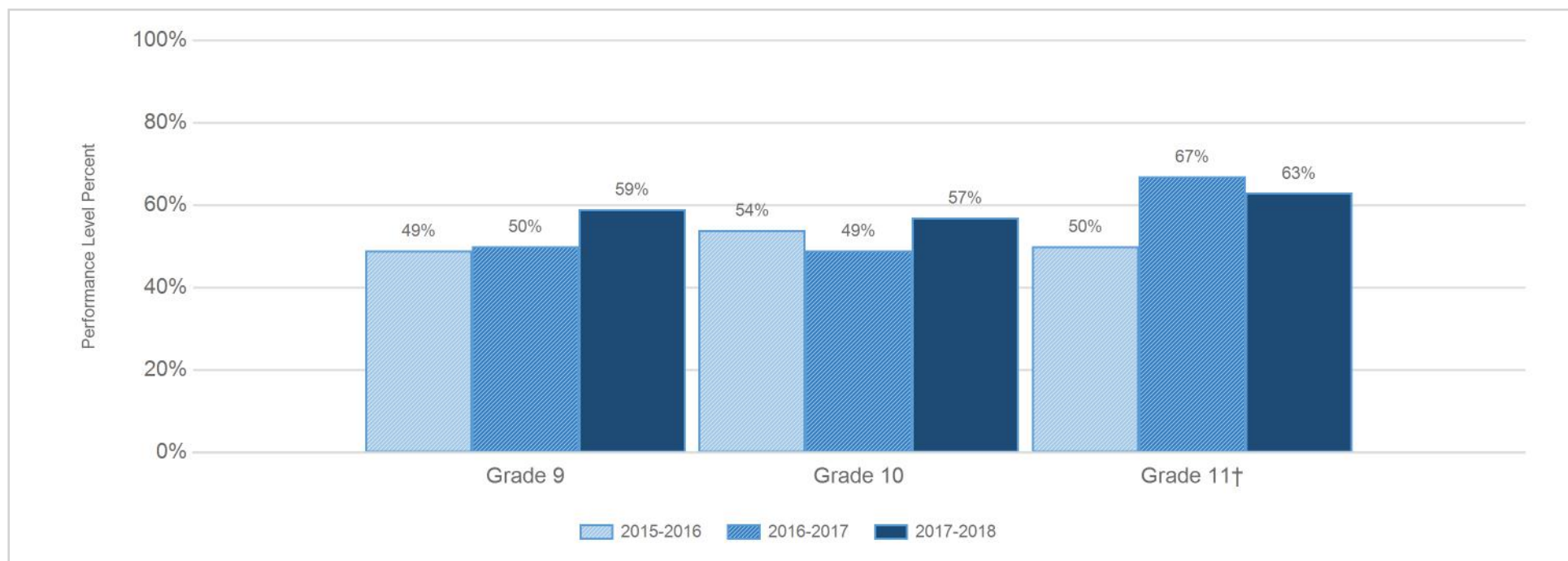
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English Language Arts/Literacy Assessment - Performance Trends

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



† 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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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	1207	99.4	32.4	45.0	32.4	26.6	Met Target
White	11	100.0	27.3	54.1	27.3	**	**
Hispanic	659	99.7	29.7	29.2	29.7	24.9	Met Target
Black or African American	512	99.0	36.0	23.4	36.0	27.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	30.8	77.0	30.8	**	**
American Indian or Alaska Native	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	53.0	*	**	**
Female	656	99.4	31.5	46.0	31.5		
Male	551	99.5	33.6	43.9	33.6		
Economically Disadvantaged Students	1005	99.4	*	26.6	33.1	25.5	Met Target
Non-Economically Disadvantaged Students	202	99.5	*	55.9	29.2		
Students with Disabilities	98	98.0	*	17.1	*	10.7	Met Target†
Students without Disabilities	1109	99.6	*	50.5	*		
English Learners	117	99.2	22.3	24.6	22.3	21.2	Met Target
Non-English Learners	1090	99.5	33.5	46.9	33.5		
Homeless Students	N	N	N	17.3	N		
Students In Foster Care	*	*	*	16.2	*		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	635	746	746	5%	14%	34%	*	*	47%	46%
White	*	*	755	*	*	*	*	*	*	57%
Hispanic	346	746	730	5%	16%	34%	*	*	45%	27%
Black or African American	269	748	727	4%	12%	33%	*	*	52%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	54%
Female	330	747	748	4%	12%	36%	*	*	48%	48%
Male	305	746	745	6%	16%	32%	*	*	47%	44%
Economically Disadvantaged Students	525	746	729	*	14%	34%	*	*	48%	25%
Non-Economically Disadvantaged Students	110	747	756	*	16%	35%	*	*	45%	57%
Students with Disabilities	48	*	716	25%	31%	29%	*	*	15%	13%
Students without Disabilities	587	*	752	3%	13%	34%	*	*	50%	52%
English Learners	73	739	710	*	19%	36%	*	*	36%	*
Non-English Learners	562	747	749	*	14%	34%	*	*	49%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	472	725	735	7%	43%	40%	10%	0%	10%	30%
White	*	*	740	*	*	*	*	*	*	37%
Hispanic	268	724	723	*	*	*	*	*	*	14%
Black or African American	195	726	719	5%	45%	39%	11%	0%	11%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	741	*	*	*	*	*	*	39%
Female	259	725	736	*	*	*	*	*	*	30%
Male	213	726	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	393	726	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	79	723	741	*	*	*	*	*	*	38%
Students with Disabilities	49	*	713	*	*	*	*	*	*	*
Students without Disabilities	423	*	738	*	*	*	*	*	*	*
English Learners	39	710	711	*	*	*	*	*	*	*
Non-English Learners	433	727	736	*	*	*	*	*	*	*
Homeless Students	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	499	719	727	24%	38%	23%	*	*	15%	30%
White	*	*	733	*	*	*	*	*	*	35%
Hispanic	259	717	710	24%	42%	22%	*	*	11%	14%
Black or African American	225	*	705	24%	33%	25%	18%	0%	18%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	736	*	*	*	*	*	*	37%
Female	282	720	728	22%	37%	26%	*	*	15%	30%
Male	217	717	727	27%	38%	19%	*	*	15%	30%
Economically Disadvantaged Students	414	719	709	25%	38%	22%	*	*	15%	13%
Non-Economically Disadvantaged Students	85	719	736	21%	35%	31%	*	*	13%	37%
Students with Disabilities	43	697	693	*	*	*	*	*	*	*
Students without Disabilities	456	721	732	*	*	*	*	*	*	*
English Learners	35	705	691	*	*	*	*	*	*	*
Non-English Learners	464	720	729	*	*	*	*	*	*	*
Homeless Students	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



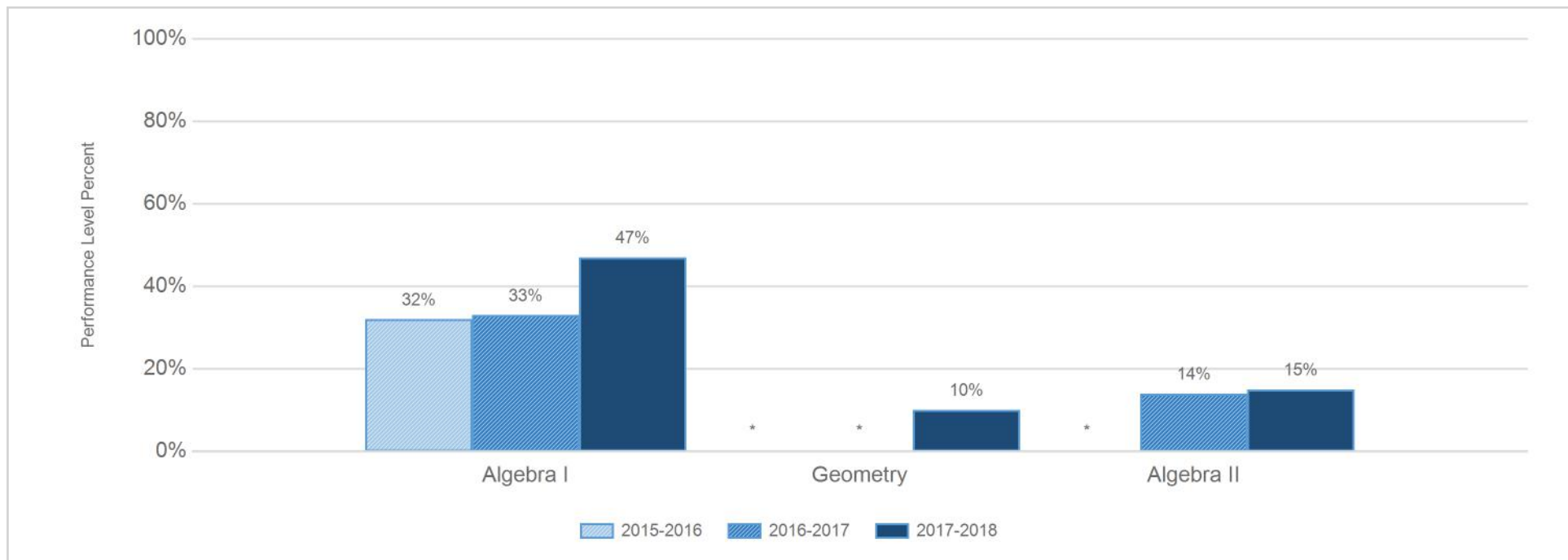
ESSEX CO VOC-TECH
(13-1390)
Grades Offered: 09-12
2017-2018

Report Key:

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Mathematics Assessment – Performance Trends

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





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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	63.7	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	121	76.0%	24.0%
3-4	47	76.6%	23.4%
5 or more	N	N	N



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	91.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	5.9%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students scores at or above Benchmark	State - Students scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	431	478	Grade 10: 430 Grade 11: 460	44%	62%
PSAT 10/NMSQT - Math	437	478	Grade 10: 480 Grade 11: 510	20%	42%
SAT - Reading and Writing	478	542	480	48%	72%
SAT - Math	476	543	530	26%	54%
ACT - Reading	18	24	22	23%	62%
ACT - English	17	24	18	47%	78%
ACT - Math	18	24	22	20%	62%
ACT - Science	17	23	23	*	53%



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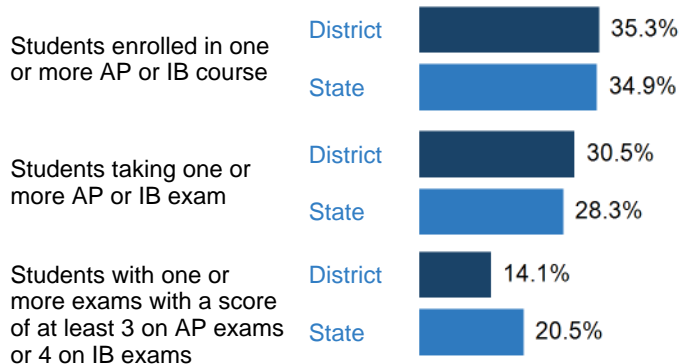
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

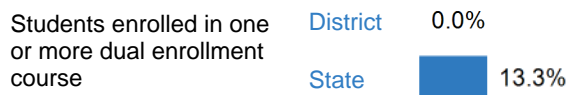
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	90	73
AP Computer Science A	6	4
AP Computer Science Principles	0	5
AP English Language and Composition	105	85
AP English Literature and Composition	104	69
AP Environmental Science	12	10
AP Spanish Language	130	136
AP Studio Art—Two-Dimensional	0	7
AP U.S. History	80	77
AP World History	56	36
Total Exams taken		502
Exams with scores of at least 3 on AP exams or 4 on IB exams		165



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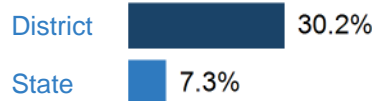
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

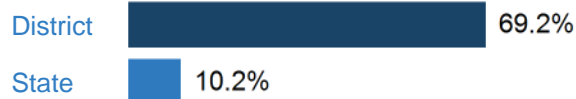
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

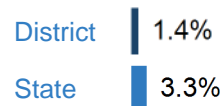
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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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/>.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District 0.0%

State 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total Credentials earned
Architecture & Construction	249		
Arts, AV Technology & Communications	290		
Business Management & Administration	373		
Finance	69		
Health Science	197		
Hospitality & Tourism	142		
Human Services	89		
Information Technology	208		
Law, Public Safety, Corrections &	170		
Manufacturing	99		
Marketing	54		
Science, Technology, Engineering & Mathematics	204		
Transportation, Distribution & Logistics	113		
Total (All Clusters)	2,257	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	630	70	27	0	0	0	487
10	1	441	105	0	0	0	9
11	1	1	387	94	0	0	389
12	0	0	0	155	106	0	205
Total	632	512	519	249	106	0	1090
Enrolled in AP/IB Course					90	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	0	513	165	0
10	540	1	0	14	0	0
11	7	471	0	4	1	0
12	32	1	0	12	99	0
Total	580	473	0	543	265	0
Enrolled in AP/IB Course	0	0		12	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	2	677	0	0	0	0
10	0	556	0	0	0	0
11	24	16	0	0	0	0
12	461	5	0	0	0	18
Total	487	1254	0	0	0	18
Enrolled in AP/IB Course	56	80	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	1	0	0	0	0	0	0
10	360	0	0	0	0	0	0
11	330	0	0	0	0	0	0
12	392	0	0	0	0	0	0
Total	1083	0	0	0	0	0	0
Enrolled in AP/IB Course	130	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Portuguese	*
Spanish	92
Total	95



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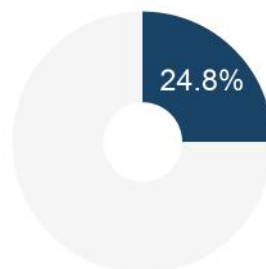
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Visual and Performing Arts – Course Participation

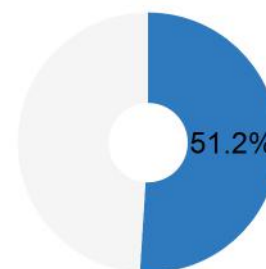
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

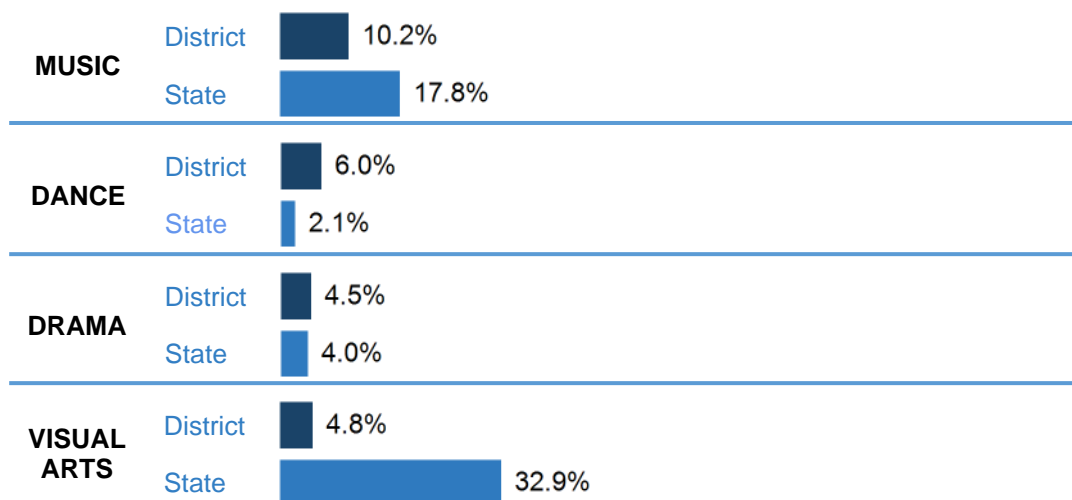


District



State

Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	District - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	District - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Districtwide	95.3%	90.9%	96.8%	92.4%	96.6%	N	Met Goal	97.5%	N	Met Goal
White	*	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	94.8%	84.8%	96.5%	87.3%	96.1%	N	Met Goal	97.7%	N	Met Goal
Black or African American	96.5%	84.2%	97.0%	86.8%	97.0%	N	Met Goal	97.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	95.7%	84.6%	97.4%	87.0%	97.1%	N	Met Goal	97.3%	N	Met Goal
Students with Disabilities	86.0%	80.1%	91.5%	83.5%	89.4%	93.1%	Not Met	91.1%	89.8%	Met Target
English Learners	82.4%	75.8%	89.7%	81.8%	89.5%	91.6%	Not Met	94.3%	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	98.4%	97.1%
Substitute Competency Test	0.2%	0.2%
Portfolio Appeals Process	1.4%	2.7%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.3%	-
2017	96.6%	96.8%
2016	97.2%	97.5%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.1%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Districtwide	68.7%	17.6%	82.4%
White	18.2%	50%	50%
Hispanic	64.9%	22.1%	77.9%
Black or African American	74.9%	12.7%	87.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	69.5%	19%	81%
Students with Disabilities	50.8%	41.9%	58.1%
English Learners	47.1%	37.5%	62.5%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Districtwide	77.1%	22.7%	77.3%	76.6%	23.4%	88.3%	11.7%
White	62.5%	30%	70%	80%	20%	100%	0%
Hispanic	69.9%	30.8%	69.2%	79.7%	20.3%	94.2%	5.8%
Black or African American	85.9%	14.9%	85.1%	73.8%	26.2%	82.6%	17.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	77.1%	19.6%	80.4%	75.7%	24.3%	88.3%	11.7%
Students with Disabilities	58.6%	50%	50%	79.4%	20.6%	97.1%	2.9%
English Learners	*	*	*	*	*	*	*



ESSEX CO VOC-TECH
(13-1390)
Grades Offered: 09-12
2017-2018

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

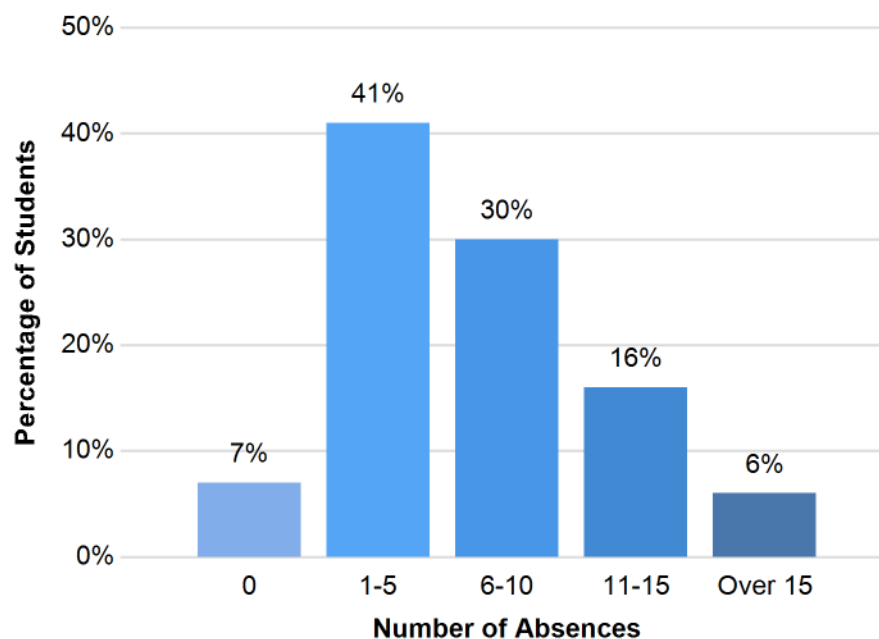
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	65	2.9	14.9	Met
White	2	9.5	14.9	Met
Hispanic	33	2.8	14.9	Met
Black or African American	30	3.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	54	3.0	14.9	Met
Students with Disabilities	5	2.3	14.9	Met
English Learners	11	6.5	14.9	Met

Days Absent

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





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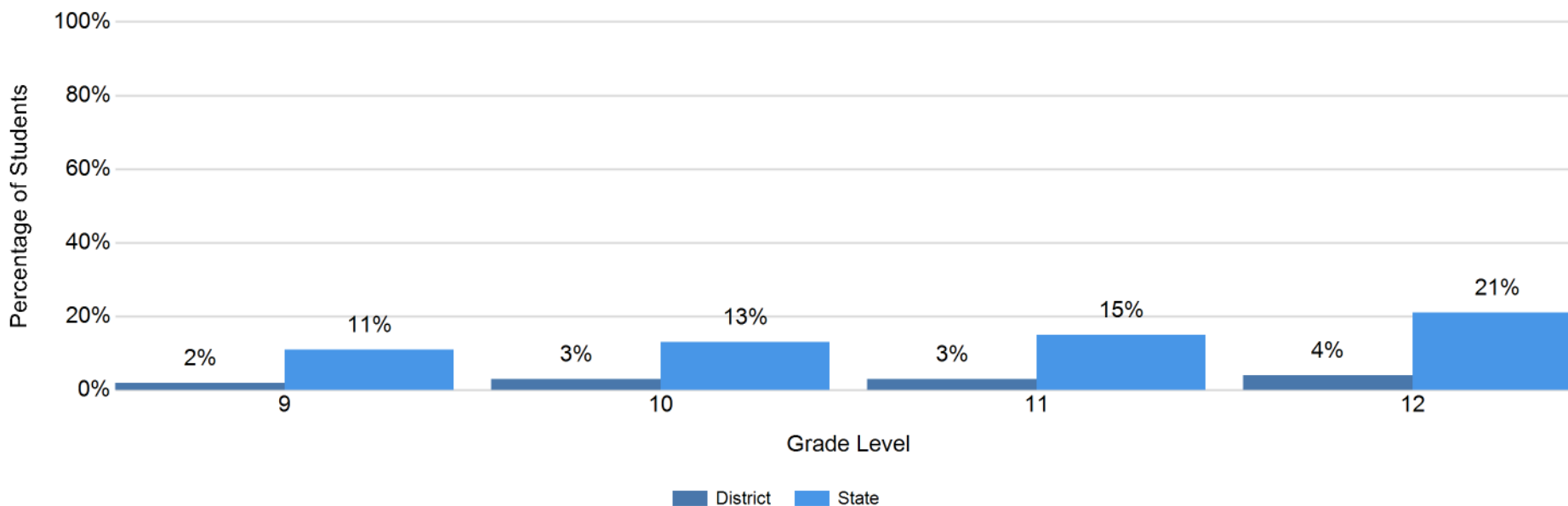
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Chronic Absenteeism by Grade

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





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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Wapons	3
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.44

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School	19	0.8%
Any Suspension	20	0.9%
Removal to other education program	*	*
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
70



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$1,539	\$17,449	\$18,988



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	182	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	72.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	15.7	12.0
Administrators in district for 4 or more years	84.2%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	119:1
Teachers to Administrators	10:1
Students to Librarian/Media Specialists	752:1
Students to Nurses	564:1
Students to Counselors	226:1
Students to Child Study Team	376:1



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Teachers and Administrators - Level of Education

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

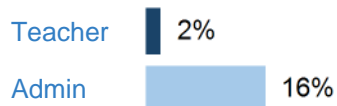
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	87.2%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	51.6%	42.1%
Male	48.4%	57.9%
White	54.4%	47.4%
Hispanic	18.1%	21.1%
Black or African American	19.8%	21.1%
Asian	7.1%	10.5%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.5%	0.0%



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

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group’s performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Met Target	Met Goal	Met Goal	**	**	Met Target	Met
White	**	**	**	**	**	**	n/a	Met
Hispanic	Met Target†	Met Target	Met Goal	Met Goal	**	**	n/a	Met
Black or African American	Met Target	Met Target	Met Goal	Met Goal	**	**	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	**	**	**	**	**	**	n/a	**
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Goal	**	**	n/a	Met
Students with Disabilities	Met Target	Met Target†	Not Met	Met Target	**	**	n/a	Met
English Learners	Not Met	Met Target	Not Met	N	**	**	Met Target	Met

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






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District 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"> • Three of four schools have been recognized as a National Blue Ribbon Schools, while two have been recognised as Title 1 Distinguished Schools and one as a Green Ribbon school • College Dual Enrollment programs with students earning college credit and an Associates Degree • Emphasis on use of technology to accelerate learning with one to one laptop program
 <p>Mission, Vision, Theme:</p>	<p>VISION STATEMENT The district is committed to the educability of all students, through educational and experiential opportunities offered in and out of the classroom. MISSION STATEMENT To provide all of our students with a comprehensive and balanced educational experience that enhances their academic, social, and emotional growth, helps them become college and career ready, and prepares them for participation and success in a highly diverse and ever changing society</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>National Blue Ribbon Schools, Bloomfield Tech in 2009 and 2015, West Caldwell Tech in 2012 and Newark Tech in 2015. Bloomfield Tech and Newark Tech were also recognized as NJ Title 1 Distinguished schools in 2008 and 2013, respectively. West Caldwell Tech was awarded Green ribbon status in 2017 and North 13th St Tech was a 2017 recipient of the New Jersey Schools of Character award. Schools recognized by US News & World Report, Business Week Magazine and School Matters Magazine</p>



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Courses, Curriculum, Instruction:

Our educational program offers a variety of courses to all students including Gifted and Talented, English Learners, and Special Education students. Career and Technical Education programs, advanced placement and dual credit courses are also offered along with structured learning experiences, and extracurricular activities. Online textbooks are used in a few courses such as mathematics. There is also heavy use of technology to accelerate learning.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)

The 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.



Clubs and Activities:

Various activities and clubs include: Book Club, Choir, Dance Troupe, FBLA Co-Advisor, Girls Who Code, Literary Magazine, Multicultural Club Advisor, National Honor Society, Poetry Club, Robotics Coach, Senior Class Advisor, Skills USA Co-Advisor, Anime Club Advisor, Drama Club Advisor, Mock Trial Advisor, Bowling Club Advisor, Fashion Club Advisor, Debate Club, Music Club, Newsletter Club, HOSA Advisor, DECA, FFA Club, Internet Radio Advisor, Robotics Coach, and Student Council.



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Before and After School Programs:

Student progress is continuously monitored throughout the year. Struggling students are identified and assigned to academic support classes either before or after school, where they are provided with focused instruction in mathematics and language arts literacy. Classes are conducted for one hour each day, four days per week. Students assigned to these classes are identified by teachers, guidance counselors or through building based committees such as the Intervention & Referral Committee or the Attendance Committee. The academic support program is funded by the Title I. In addition, there are various clubs that meet after school, which are supported by local funds.



Staff and Professional Learning:

The district conducts three half days of professional development prior to the opening of school and three half days during the school year. Teachers also meet to work collaboratively on analyzing student performance data, sharing best practices and resources, designing lesson plans and developing student growth objectives. Training is also offered on using technology to accelerate learning - Google Classrooms, Moodle and on using instructional software such as Albertio, READ180.



Postsecondary Information:

There is strong emphasis in preparing students to transition successfully to college or a career after they graduate. In 2017-18, over 80% of the graduating students indicated that they will be attending a 4 or 2-year College, in and out of state, including Rutgers University, New Jersey Institute of Technology and Penn State University. Students are supported by attending classes before and after school, which prepare them for college entrance examinations such as SAT and ACT. There is also a Saturday instructional program, where students attend classes for up to 3 hours per day to prepare for Advanced Placement courses. To further facilitate students in transitioning to post-secondary endeavors, the web based platform Naviance is used. The program allows students to efficiently submit college applications, transcripts, school forms, recommendations and other documents. School counselors can also track the progress of individual students and communicate with students and parents.






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 <p>Student Supports and Services:</p>	<p>English learners and students with disabilities attend classes in the summer enrichment program, four hours each day for five weeks prior to the school year. Instruction is offered in math, ELA and technology. Students also attend afterschool classes for an hour a day for four days during the school year. Supplemental instructional software such as Systems 44, READ180 universal and MATH180 are used. In addition, students are provided with support by the Intervention and Referral Services and Child Study Teams throughout the year.</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. All reimbursable meals shall meet Federal nutrient standards.</p>
 <p>Parent and Community Involvement:</p>	<p>The district has functional Parent Teacher Student Associations (PTSA) and Special Education Parent Advisory Group (SEPAG), 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. Parents take an active role in their children's education by following and monitor their progress using the web-based PowerSchool portal. They are provided with training in various areas such as using the Power School Parent Portal, HIB, Financial Aid, and state assessments. There is also a District Parent Advisory Council consisting of an executive member of each school, which meets at least three times a year. In addition, there are partnerships with businesses and community organizations such as Dorson Community Foundation that provide students and parents with educational and summer programs.</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 our needs assessment, climate and culture surveys are conducted in the spring of 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 from most stakeholders: students, parents, and staff. The feedback of the 2017-18 staff survey indicated a positive school culture in all schools, with the majority of staff indicating that they feel a sense of ownership and belonging to the schools. Over 90% of all stakeholders indicated that there is a safe environment in and around the schools, facilitating an environment conducive for learning. The majority of stakeholders also indicated that there are open lines of interpersonal communication, which are honest thus producing healthy, positive outcomes.</p>
 <p>Facilities:</p>	<p>The Essex County Vocational Technical School district serves approximately 2,300 students within its four campuses: Essex County Newark Tech, Essex County West Caldwell Tech, Essex County Bloomfield Tech, and Essex County North 13th St Tech. Bloomfield Tech and North 13th St Tech closed in June of 2018, making way for a new campus, the Essex County Donald M. Payne Sr. School of Technology, which opened in September 2018</p>
 <p>School Safety:</p>	<p>Essex County Vocational Schools has taken multiple measures in ensuring the safety and security of all its students and staff. Some of the policies and procedures implemented are as follows: Trained security guards from Gateway Securities, Partnering with local Sheriff Department to be present before during and after school and during any after school functions that draw in large crowds, established a school emergency/crisis planning team to develop procedures on how to respond to emergency/crisis situations, ensure all staff and students are aware of emergency procedures, school administrators are provided with two-way radios to communicate with school security personnel directly, conduct monthly security drills to test the emergency plans, and videos surveillance around the school buildings to monitor/supervise common areas.</p>