

**Essex County Donald M. Payne, Sr. School of Technology**

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Essex |
| District | Essex County Schools of Technology |
| Principal Name | Mr. Eric Love |
| Address | 498-544 West Market St NEWARK, NJ 07107-1218 |
| Phone Number | 973-412-2203 |
| Email Address | elove@essextech.org |
| Website | http://www.essextech.org |
| Facebook | https://www.facebook.com/EssexCountySchoolsofTechnology/ |



Essex County Donald M. Payne, Sr. School of Technology
(13-1390-050)
Grades Offered: 09-12
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 9 | 175 | 197 | 365 |
| 10 | 163 | 170 | 332 |
| 11 | 154 | 157 | 279 |
| 12 | 156 | 146 | 268 |
| Total | 648 | 670 | 1,244 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 57.4% | 58.1% | 56.8% |
| Male | 42.6% | 41.9% | 43.2% |
| Economically Disadvantaged Students | 87.7% | 80.7% | 76.9% |
| Students with Disabilities | 16.7% | 16.2% | 9.6% |
| English Learners | 0.0% | 0.0% | 4.7% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.1% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 0.8% | 0.7% | 0.9% |
| Hispanic | 59.6% | 59.7% | 57.9% |
| Black or African American | 37.0% | 37.2% | 37.9% |
| Asian | 1.2% | 0.9% | 1.0% |
| Native Hawaiian or Pacific Islander | 1.4% | 1.2% | 0.7% |
| American Indian or Alaska Native | 0.0% | 0.1% | 0.6% |
| Two or More Races | 0.0% | 0.1% | 1.0% |

Enrollment Trends by Full and Shared Time Status

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

| Enrollment Status | 2016-17 | 2017-18 | 2018-19 |
|----------------------|---------|---------|---------|
| Full Time Students | 648 | 669 | 1,244 |
| Shared Time Students | 0 | 1 | 0 |
| Full Time Equivalent | 648 | 670 | 1,244 |

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 | 74.6% |
| Spanish | 24.0% |
| Other Languages | 1.4% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

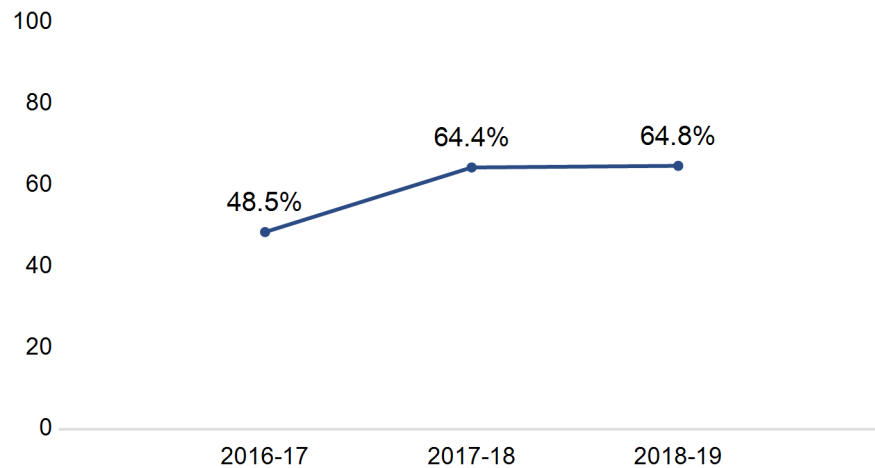
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

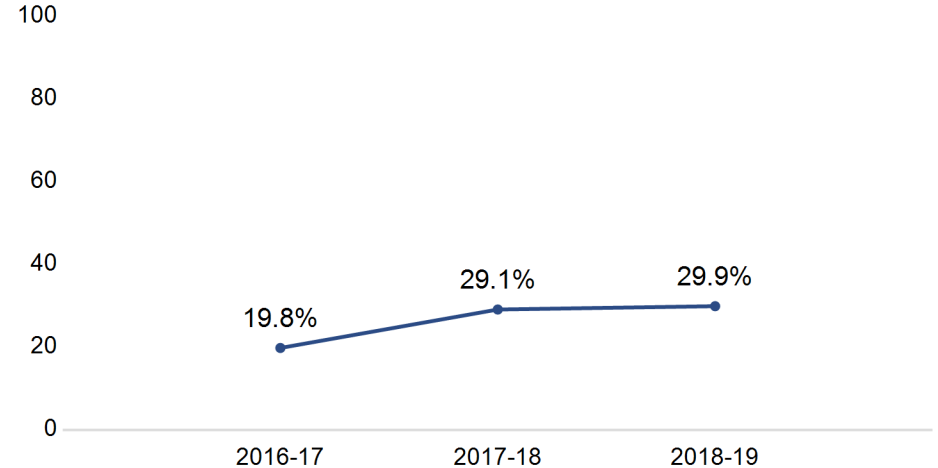
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 99.7% | 99.5% | 99.9% | 99.7% | 99.5% | 99.4% |
| Proficiency Rate for Federal Accountability | 48.5% | 64.4% | 64.8% | 19.8% | 29.1% | 29.9% |
| Annual Target | 52.9% | 54.4% | 55.8% | 19.4% | 22.6% | 25.8% |
| Met Annual Target? | Met Target† | Met Target | Met Target | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Essex County Donald M. Payne, Sr. School of Technology
(13-1390-050)
Grades Offered: 09-12
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 694 | 99.9 | 64.8 | 64.7 | 57.9 | 64.8 | 55.8 | Met Target |
| White | * | * | * | * | 66.9 | * | ** | ** |
| Hispanic | 397 | 99.7 | 61.7 | 62.1 | 43.9 | 61.7 | 55.8 | Met Target |
| Black or African American | 263 | 100.0 | 67.7 | * | 38.5 | 67.7 | 56.5 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 87.5 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | 12 | 100.0 | 83.3 | * | 64.4 | 83.3 | ** | ** |
| Female | 398 | 99.7 | 67.8 | 69.6 | 64.8 | 67.8 | | |
| Male | 296 | 100.0 | 60.8 | 58.8 | 51.3 | 60.8 | | |
| Economically Disadvantaged Students | 520 | 99.8 | 64.0 | 64.8 | 40.0 | 64.0 | 55.3 | Met Target |
| Non-Economically Disadvantaged Students | 174 | 100.0 | 67.2 | 64.2 | 67.9 | 67.2 | | |
| Students with Disabilities | 59 | 100.0 | 35.6 | * | 22.7 | 35.6 | 23.6 | Met Target |
| Students without Disabilities | 635 | 99.8 | 67.6 | * | 65.1 | 67.6 | | |
| English Learners | 64 | 100.0 | 12.5 | 30.0 | 29.3 | 12.5 | N | N |
| Non-English Learners | 630 | 99.8 | 70.2 | 69.2 | 60.6 | 70.2 | | |
| Homeless Students | N | N | N | N | 29.1 | N | | |
| Students In Foster Care | N | N | N | N | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



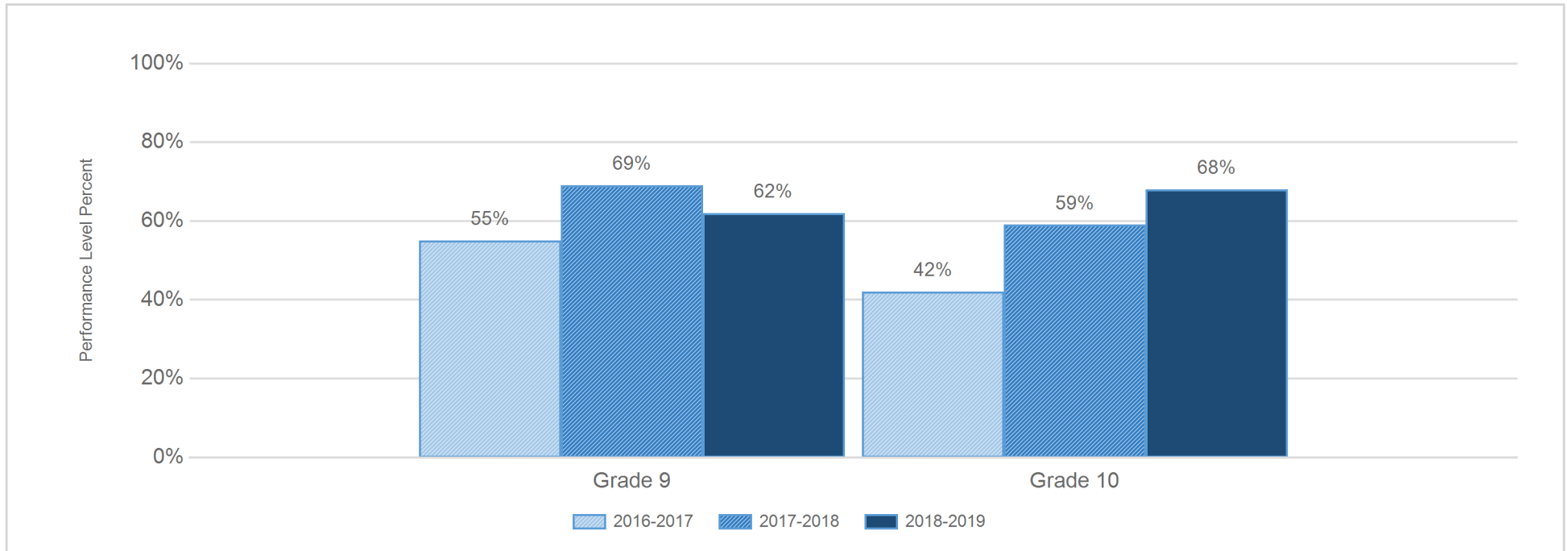
Essex County Donald M. Payne, Sr. School of Technology
(13-1390-050)
Grades Offered: 09-12
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

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





Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 9

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 365 | 754 | 755 | 753 | 7% | 10% | 22% | 49% | 13% | 62% | 56% |
| White | * | * | * | 762 | * | * | * | * | * | * | 65% |
| Hispanic | 208 | 750 | 752 | 737 | 9% | 12% | 21% | 47% | 12% | 59% | 40% |
| Black or African American | 135 | 757 | * | 732 | * | * | 25% | 50% | 12% | 61% | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 767 | 783 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | * | * | * | 754 | * | * | * | * | * | * | 57% |
| Two or More Races | 11 | 768 | * | 761 | 0% | * | * | * | * | 82% | 63% |
| Female | 211 | 756 | 759 | 760 | 5% | 9% | 23% | 50% | 14% | 64% | 63% |
| Male | 154 | 750 | 750 | 746 | 8% | 12% | 20% | 47% | 12% | 59% | 49% |
| Economically Disadvantaged Students | 287 | 753 | 755 | 734 | * | * | 21% | 48% | 12% | 61% | 36% |
| Non-Economically Disadvantaged Students | 78 | 758 | 754 | 762 | * | * | 24% | 50% | 15% | 65% | 65% |
| Students with Disabilities | 34 | 721 | 732 | 717 | * | * | * | * | * | 26% | 17% |
| Students without Disabilities | 331 | 757 | 757 | 760 | * | * | * | * | * | 65% | 63% |
| English Learners | 40 | 709 | 725 | 693 | 35% | 35% | * | * | * | 13% | * |
| Non-English Learners | 325 | 759 | 759 | 755 | 3% | 7% | * | * | * | 68% | * |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 22% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 23% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 10

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 332 | 765 | 765 | 757 | 6% | 7% | 19% | 46% | 22% | 68% | 58% |
| White | * | * | * | 767 | * | * | * | * | * | * | 67% |
| Hispanic | 190 | 761 | 761 | 738 | 7% | 8% | 19% | 46% | 19% | 65% | 43% |
| Black or African American | 130 | 771 | 771 | 733 | * | * | 18% | 47% | 27% | 74% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 792 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | * | * | * | 754 | * | * | * | * | * | * | 56% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 65% |
| Female | 187 | 771 | 772 | 766 | * | * | 18% | 45% | 27% | 73% | 66% |
| Male | 145 | 757 | 758 | 749 | * | * | 20% | 47% | 16% | 63% | 51% |
| Economically Disadvantaged Students | 236 | 766 | 765 | 735 | * | * | 21% | 45% | 23% | 68% | 40% |
| Non-Economically Disadvantaged Students | 96 | 764 | 764 | 767 | * | * | 14% | 48% | 21% | 69% | 67% |
| Students with Disabilities | 26 | 744 | * | 711 | * | * | * | * | * | 46% | 19% |
| Students without Disabilities | 306 | 767 | * | 765 | * | * | * | * | * | 70% | 65% |
| English Learners | 20 | 703 | 726 | 687 | * | * | * | * | * | * | * |
| Non-English Learners | 312 | 769 | 769 | 760 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 32% |
| Students in Foster Care | N | N | N | 710 | N | N | N | N | N | N | 22% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 710 | N | N | N | N | N | N | 10% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 692 | 99.4 | 29.9 | 29.2 | 44.5 | 29.9 | 25.8 | Met Target |
| White | * | * | * | * | 54.1 | * | ** | ** |
| Hispanic | 398 | 99.7 | 28.6 | 30.5 | 28.8 | 28.6 | 23.3 | Met Target |
| Black or African American | 260 | 98.9 | 29.2 | * | 23.0 | 29.2 | 29.2 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 46.7 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | 12 | 100.0 | 66.7 | * | 53.3 | 66.7 | ** | ** |
| Female | 399 | 99.5 | 30.6 | 30.6 | 44.9 | 30.6 | | |
| Male | 293 | 99.3 | 29.0 | 27.7 | 44.2 | 29.0 | | |
| Economically Disadvantaged Students | 517 | 99.4 | 31.3 | 31.1 | 26.3 | 31.3 | 24.3 | Met Target |
| Non-Economically Disadvantaged Students | 175 | 99.4 | 25.7 | 23.0 | 54.9 | 25.7 | | |
| Students with Disabilities | 59 | 100.0 | 10.2 | * | 17.4 | 10.2 | 13.4 | Met Target† |
| Students without Disabilities | 633 | 99.4 | 31.8 | * | 50.0 | 31.8 | | |
| English Learners | 65 | 100.0 | 15.4 | 22.9 | 25.0 | 15.4 | N | N |
| Non-English Learners | 627 | 99.4 | 31.4 | 30.1 | 46.5 | 31.4 | | |
| Homeless Students | N | N | N | N | 17.1 | N | | |
| Students In Foster Care | N | N | N | N | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.

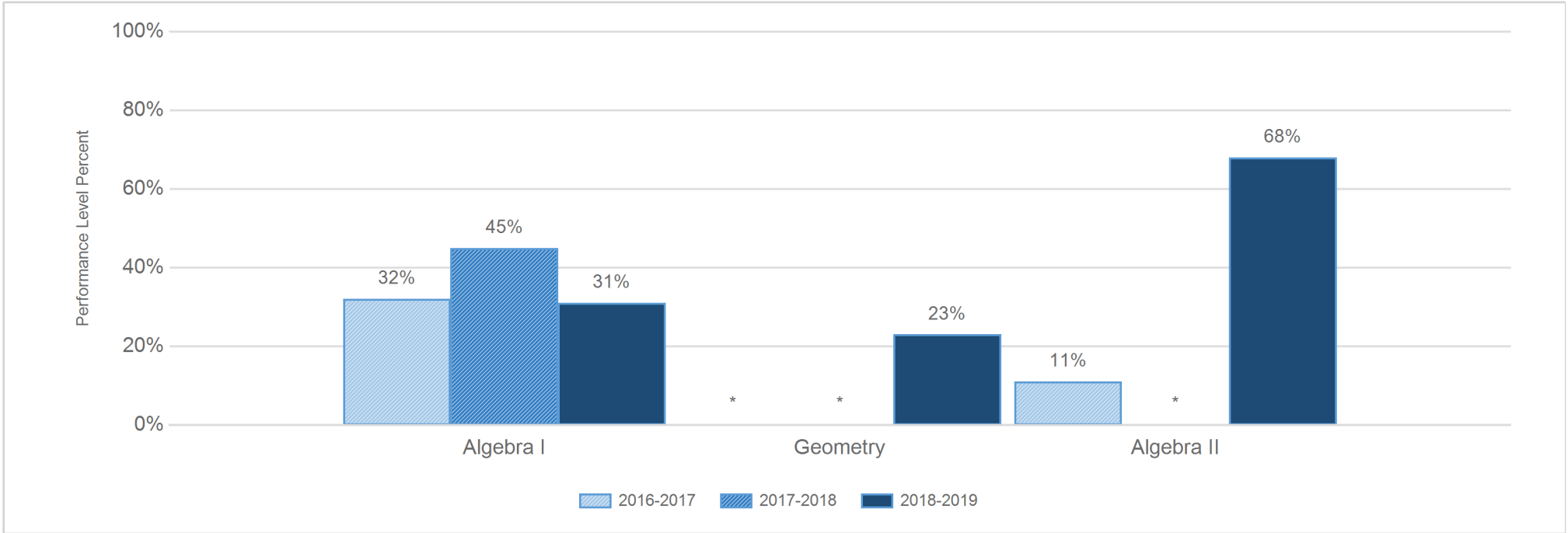


Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

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



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



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

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

| 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 | 476 | 737 | 739 | 744 | 6% | 28% | 35% | * | * | 31% | 42% |
| White | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Hispanic | 285 | 738 | 740 | 728 | 6% | 28% | 36% | * | * | 31% | 24% |
| Black or African American | 168 | 735 | * | 725 | * | 32% | 35% | * | * | 28% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 739 | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | 751 | 752 | * | * | * | * | * | * | 51% |
| Female | 265 | 738 | 740 | 745 | * | 29% | 37% | * | * | 31% | 44% |
| Male | 211 | 736 | 738 | 743 | * | 27% | 33% | * | * | 31% | 41% |
| Economically Disadvantaged Students | 368 | 738 | 741 | 727 | * | 29% | 32% | * | * | 33% | 23% |
| Non-Economically Disadvantaged Students | 108 | 735 | 733 | 752 | * | 25% | 45% | * | * | 22% | 52% |
| Students with Disabilities | 52 | 719 | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 424 | 740 | * | 748 | * | * | * | * | * | * | 47% |
| English Learners | 54 | 724 | 735 | 710 | * | 44% | 26% | * | * | 17% | * |
| Non-English Learners | 422 | 739 | 740 | 745 | * | 26% | 36% | * | * | 33% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Geometry

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

| 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 | 195 | 735 | 733 | 737 | 5% | 20% | 52% | * | * | 23% | 35% |
| White | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Hispanic | 105 | 734 | 732 | 724 | * | 23% | 49% | * | * | 21% | 17% |
| Black or African American | 81 | 736 | * | 720 | * | 17% | 58% | * | * | 22% | 14% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 762 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | * | * | * | 736 | * | * | * | * | * | * | 37% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 117 | 734 | * | 738 | * | 21% | 49% | * | * | 24% | 36% |
| Male | 78 | 736 | * | 736 | * | 18% | 58% | * | * | 21% | 34% |
| Economically Disadvantaged Students | 135 | 734 | * | 722 | * | * | 54% | * | * | 21% | 16% |
| Non-Economically Disadvantaged Students | 60 | 738 | * | 743 | * | * | 48% | * | * | 27% | 43% |
| Students with Disabilities | * | * | 734 | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | 733 | 741 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 738 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra II

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

| 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 | 25 | 753 | 745 | 755 | 0% | * | * | 68% | 0% | 68% | 58% |
| White | N | N | N | 758 | N | N | N | N | N | N | 62% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34% |
| Black or African American | 14 | 756 | 744 | 725 | 0% | * | * | 86% | 0% | 86% | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 55% |
| Two or More Races | N | N | N | 761 | N | N | N | N | N | N | 65% |
| Female | * | * | 744 | 752 | * | * | * | * | * | * | 55% |
| Male | * | * | 747 | 758 | * | * | * | * | * | * | 62% |
| Economically Disadvantaged Students | * | * | 746 | 729 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | 741 | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | N | N | * | 715 | N | N | N | N | N | N | 25% |
| Students without Disabilities | 25 | 753 | * | 756 | 0% | * | * | 68% | 0% | 68% | 60% |
| English Learners | N | N | N | 696 | N | N | N | N | N | N | 11% |
| Non-English Learners | 25 | 753 | 745 | 755 | 0% | * | * | 68% | 0% | 68% | 59% |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | N | 715 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 39% |
| Migrant Students | N | N | N | * | N | N | N | N | N | N | * |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|---|----------------|----------------|
| Schoolwide/English Learners | 73.2% | 40.9% | <u>Exceeds</u> |

† 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 | 62 | 75.8% | 24.2% |
| 3-4 | N | N | N |
| 5 or more | N | N | N |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

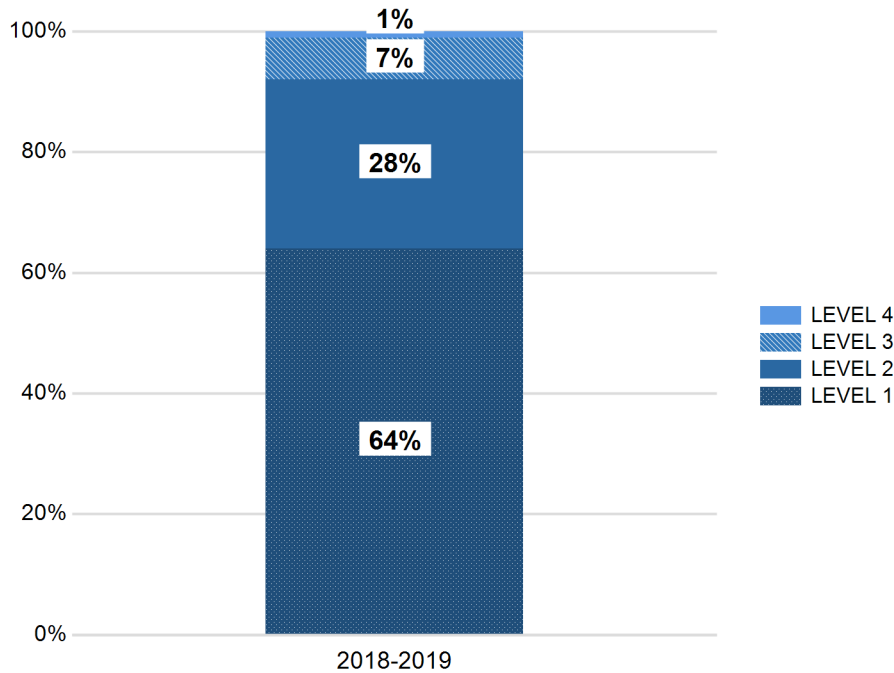
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 64 | 28 | 7 | 1 |
| White | * | * | * | * |
| Hispanic | 66 | 27 | 5 | 2 |
| Black or African American | 59 | 33 | 7 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | N | N | N | N |
| Female | 63 | 31 | 4 | 1 |
| Male | 64 | 25 | 10 | 1 |
| Economically Disadvantaged Students | 63 | 29 | 7 | 1 |
| Non-Economically Disadvantaged Students | 67 | 27 | 5 | 0 |
| Students with Disabilities | * | * | * | * |
| Students without Disabilities | * | * | * | * |
| English Learners | N | N | N | N |
| Non-English Learners | 64 | 28 | 7 | 1 |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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

PSAT, SAT, & ACT - Participation

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

| Participation Type | School Participation Rate | State Participation Rate |
|---|---------------------------|--------------------------|
| 10th and 11th graders taking PSAT 10/NMSQT in 2018-19 | 100.0% | 84.5% |
| 12th graders taking SAT in 2018-19 or prior years | 77.6% | 72.1% |
| 12th graders taking ACT in 2018-19 or prior years | N | 19.6% |

PSAT, SAT, & ACT - Performance

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

| Participation Type | School Average Score | State Average Score | College Readiness Benchmarks | School - Students Scores at or above Benchmark | State - Students Scores at or above Benchmark |
|-------------------------------------|----------------------|---------------------|--------------------------------|--|---|
| PSAT 10/NMSQT - Reading and Writing | 432 | 476 | Grade 10: 430 Grade 11: 460 | 46% | 61% |
| PSAT 10/NMSQT - Math | 434 | 477 | Grade 10: 480 Grade 11: 510 | 20% | 43% |
| SAT - Reading and Writing | 469 | 539 | 480 | 45% | 70% |
| SAT - Math | 464 | 541 | 530 | 17% | 53% |
| ACT - Reading | N | 25 | N | N | 66% |
| ACT - English | N | 24 | N | N | 81% |
| ACT - Math | N | 24 | N | N | 65% |
| ACT - Science | N | 24 | N | N | 57% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

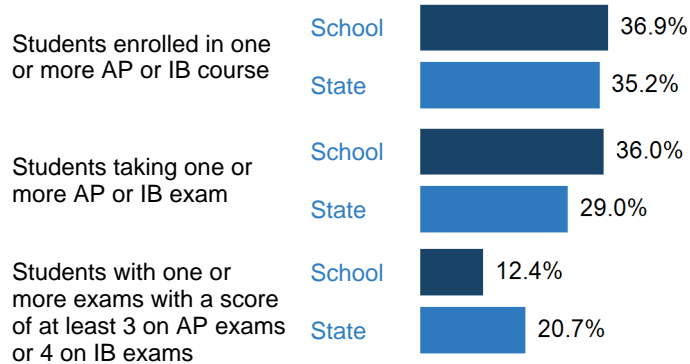
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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.



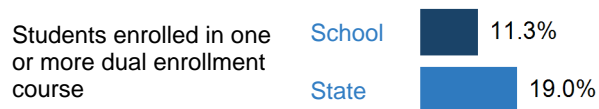
AP/ IB Courses Offered

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 | 67 | 62 |
| AP Comparative Government and Politics | 0 | 21 |
| AP English Language and Composition | 70 | 68 |
| AP English Literature and Composition | 49 | 45 |
| AP Environmental Science | 25 | 22 |
| AP Music Theory | 0 | 5 |
| AP Spanish Language | 60 | 58 |
| AP Studio Art—Two-Dimensional | 0 | 6 |
| AP U.S. Government and Politics | 0 | 21 |
| AP U.S. History | 66 | 62 |
| AP World History | 26 | 26 |
| Total Exams taken | | 396 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 85 |

Dual Enrollment Coursework - Participation

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





Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

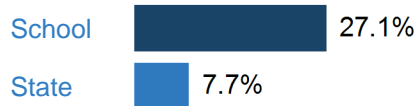
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

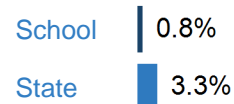
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 by Student Group

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

| Student Group | School: % CTE Participants | School: % CTE Concentrators | State: % CTE Participants | State: % CTE Concentrators |
|---|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Schoolwide | 27.1% | 68.4% | 7.7% | 10.3% |
| White | * | * | 6.1% | 9.6% |
| Hispanic | 26.0% | 68.6% | 10.3% | 11.3% |
| Black or African American | 27.3% | 69.5% | 9.0% | 11.2% |
| Asian, Native Hawaiian, or Pacific Islander | * | 81.8% | 5.8% | 9.3% |
| American Indian or Alaska Native | * | * | 10.3% | 12.7% |
| Two or More Races | 83.3% | * | 6.8% | 12.1% |
| Female | 26.3% | 67.1% | 7.3% | 10.6% |
| Male | 28.1% | 70.1% | 8.0% | 10.1% |
| Economically Disadvantaged Students | 27.6% | 67.7% | 10.4% | 11.8% |
| Students with Disabilities | 23.5% | 66.4% | 6.6% | 9.2% |
| English Learners | 51.7% | 34.5% | 8.7% | 3.2% |
| Homeless Students | N | N | 8.1% | 6.6% |
| Students In Foster Care | N | N | 6.4% | 5.0% |
| Military-Connected Students | N | N | 9.7% | 13.3% |
| Migrant Students | N | N | 10.4% | * |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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](#).

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School 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 |
|--|------------------------------|--|--------------------------|
| Agriculture, Food & Natural Resources | * | | |
| Architecture & Construction | 161 | | |
| Arts, AV Technology & Communications | 261 | | |
| Business Management & Administration | 171 | | |
| Health Science | * | | |
| Hospitality & Tourism | 67 | | |
| Human Services | 68 | | |
| Information Technology | 147 | | |
| Law, Public Safety, Corrections & Security | 195 | | |
| Science, Technology, Engineering & Mathematics | 116 | | |
| Total (All Clusters) | 1,188 | 0 | 0 |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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 | 354 | 63 | 0 | 0 | 0 | 0 | 0 |
| 10 | 1 | 305 | 25 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 221 | 56 | 0 | 0 | 277 |
| 12 | 0 | 1 | 0 | 181 | 67 | 0 | 13 |
| Total | 355 | 369 | 246 | 237 | 67 | 0 | 290 |
| Enrolled in AP/IB Course | | | | | 67 | 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 | 0 | 0 | 0 | 0 | 365 | 0 |
| 10 | 326 | 3 | 0 | 0 | 2 | 0 |
| 11 | 0 | 274 | 0 | 0 | 3 | 0 |
| 12 | 0 | 0 | 0 | 25 | 110 | 0 |
| Total | 326 | 277 | 0 | 25 | 480 | 0 |
| Enrolled in AP/IB Course | 0 | 0 | | 25 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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

Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|------------------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 0 | 365 | 0 | 0 | 0 | 0 |
| 10 | 0 | 331 | 0 | 0 | 0 | 0 |
| 11 | 0 | 4 | 0 | 0 | 0 | 0 |
| 12 | 237 | 7 | 0 | 0 | 0 | 0 |
| Total | 237 | 707 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 26 | 66 | 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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 307 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 272 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 600 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 60 | 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 |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

Computer Science and Information Technology – Course Participation

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

| Grade | Computer Programming | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
|------------------------------------|----------------------|-------------------|------------------------|------------|---------------------|----------|
| 9 | 38 | 0 | 0 | 0 | 0 | 0 |
| 10 | 14 | 0 | 0 | 0 | 0 | 0 |
| 11 | 17 | 0 | 0 | 0 | 0 | 0 |
| 12 | 15 | 0 | 0 | 0 | 0 | 0 |
| Total | 84 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | | 0 | | | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Seal of Biliteracy

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

| Language | Students Earning a Seal of Biliteracy |
|----------|---------------------------------------|
| Spanish | 38 |
| Total | 38 |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

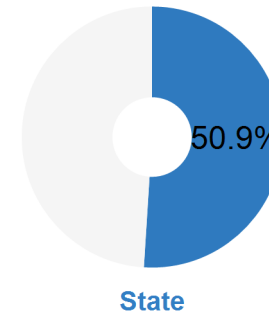
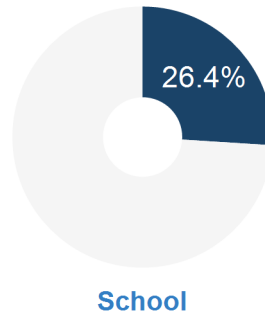
Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

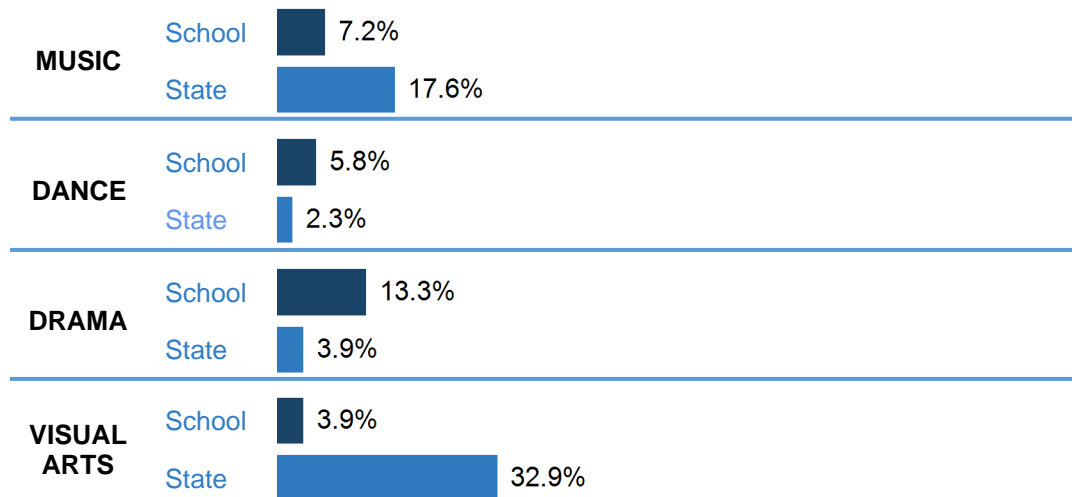
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





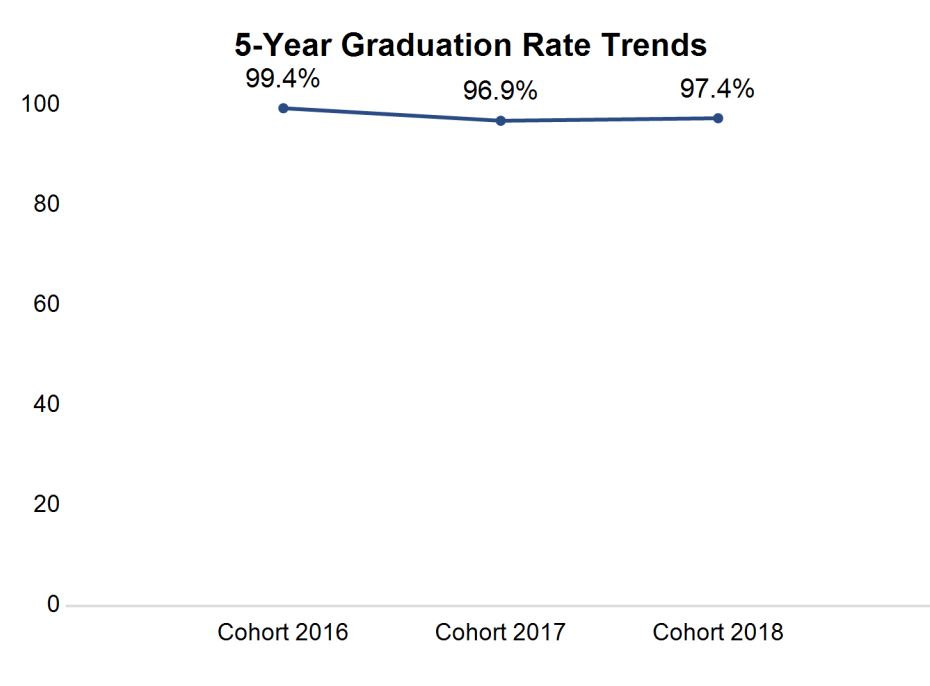
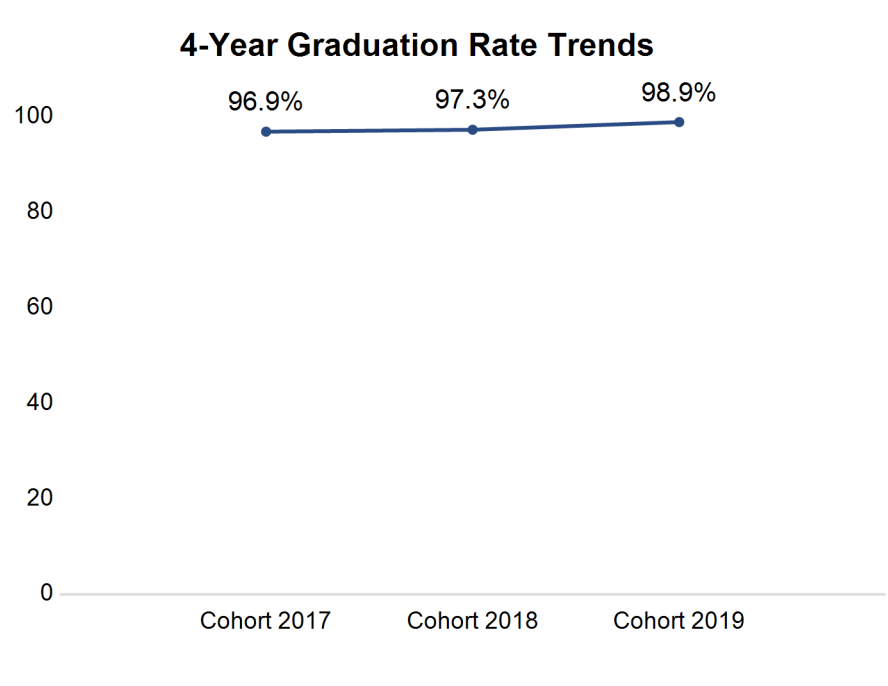
Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note, see note below table

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

Graduation Rate Trends and Progress

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



| Performance Measure | Cohort 2017 4-Year Rate | Cohort 2018 4-Year Rate | Cohort 2019 4-Year Rate | Cohort 2016 5-Year Rate | Cohort 2017 5-Year Rate | Cohort 2018 5-Year Rate |
|---------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Graduation Rate | 96.9% | 97.3% | 98.9% | 99.4% | 96.9% | 97.4% |
| Annual Target | N | N | | N | N | |
| Met Annual Target? | Met Goal | Met Goal | | Met Goal | Met Goal | |
| Statewide Graduation Rate | 90.5% | 90.9% | 90.6% | 91.8% | 92.4% | 92.5% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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

Graduation Rates

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

| Student Group | School - Class of 2019: 4 Year Rate | State - Class of 2019: 4 Year Rate | School - Class of 2018: 5 Year Rate | State - Class of 2018: 5 Year Rate | Class of 2018: 4 Year Rate | Class of 2018: 4 Year Target | Class of 2018: Met Target | Class of 2017: 5 Year Rate | Class of 2017: 5 Year Target | Class of 2017: Met Target |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|---------------------------|----------------------------|------------------------------|---------------------------|
| Schoolwide | 98.9% | 90.6% | 97.4% | 92.5% | 97.3% | N | Met Goal | 96.9% | N | Met Goal |
| White | * | 94.9% | * | 95.9% | * | ** | ** | N | N | N |
| Hispanic | 98.6% | 84.5% | 97.8% | 87.3% | 97.8% | N | Met Goal | 96.9% | N | Met Goal |
| Black or African American | 99.1% | 83.3% | 98.2% | 87.1% | 98.2% | N | Met Goal | 96.7% | N | Met Goal |
| Asian, Native Hawaiian or Pacific Islander | * | 96.9% | * | 97.8% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | N | 92.2% | N | 88.9% | N | N | N | N | N | N |
| Two or More Races | * | 91.4% | N | 94.2% | N | N | N | * | ** | ** |
| Female | 99.3% | 92.8% | 100.0% | 94.4% | 98.8% | | | 98.0% | | |
| Male | 98.4% | 88.5% | 94.3% | 90.8% | 95.6% | | | 95.2% | | |
| Economically Disadvantaged Students | 99.1% | 84.0% | 96.9% | 87.3% | 96.8% | N | Met Goal | 98.5% | N | Met Goal |
| Students with Disabilities | 100.0% | 79.2% | 100.0% | 83.8% | 100.0% | N | Met Goal | 95.5% | N | Met Goal |
| English Learners | * | 75.4% | * | 80.1% | N | N | N | * | ** | ** |
| Homeless Students | N | 74.6% | N | 78.3% | N | | | N | | |
| Students in Foster Care | N | 57.6% | N | 82.5% | N | | | N | | |
| Migrant Students | N | 83.3% | N | 85.0% | N | | | N | | |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Graduation Pathways

Dropout Rate Trends

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

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

| Graduation Pathway | ELA Graduation Pathway | Math Graduation Pathway |
|---|------------------------|-------------------------|
| Statewide Assessment | 92.8% | 60.2% |
| Substitute Competency Test | 6.1% | 36.0% |
| Portfolio Appeals Process | 0.4% | 1.5% |
| Alternate Requirements specified in IEP | 0.8% | 2.3% |
| Unknown | 0.0% | 0.0% |

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2018-2019 | N | 1.2% |
| 2017-2018 | N | 1.2% |
| 2016-2017 | N | 1.1% |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

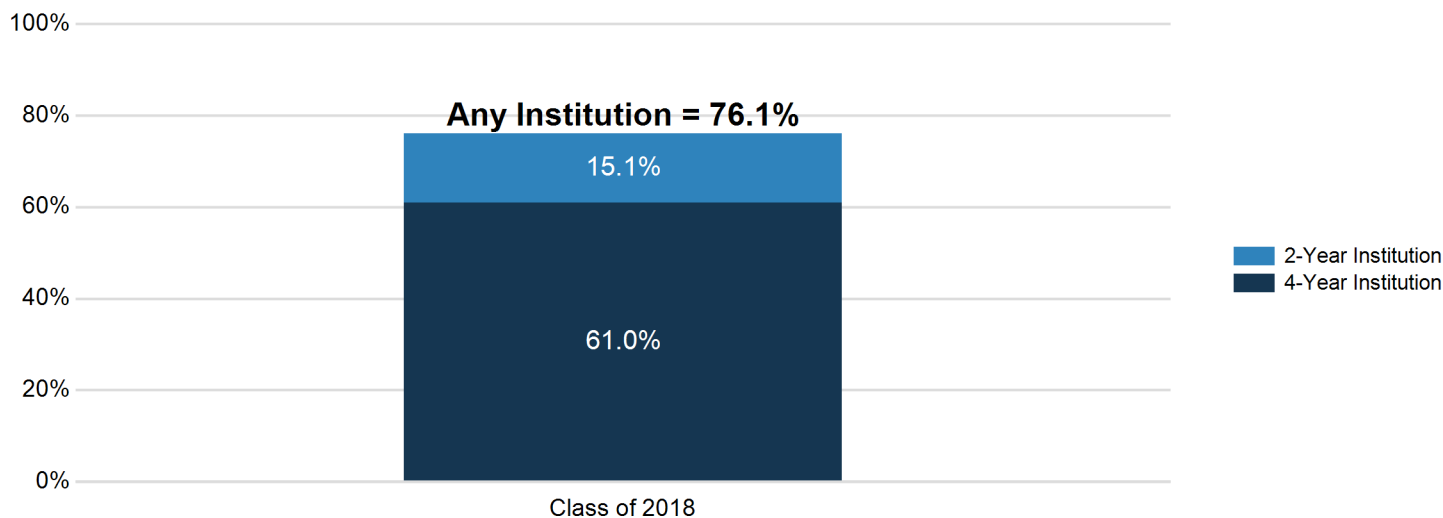
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



| Performance Measure | Class of 2018 |
|---|---------------|
| % Enrolled in 2-Year Institution | 15.1% |
| % Enrolled in 4-Year Institution | 61.0% |
| % Enrolled in Any Postsecondary Institution | 76.0% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

Postsecondary Enrollment Rates: Fall

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.8% | 28.8% | 71.2% |
| Schoolwide | 75.8% | 21.5% | 78.5% |
| White | * | * | * |
| Hispanic | 74% | 26.9% | 73.1% |
| Black or African American | 77.3% | 15.3% | 84.7% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged | 76.5% | 22.2% | 77.8% |
| Students with Disabilities | 62.1% | 27.8% | 72.2% |
| English Learners | N | N | N |

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 77.6% | 31% | 69% | 73% | 27% | 65.7% | 34.3% |
| Schoolwide | 76% | 19.8% | 80.2% | 74.8% | 25.2% | 89.2% | 10.8% |
| White | N | N | N | N | N | N | N |
| Hispanic | 72.6% | 19.7% | 80.3% | 72.1% | 27.9% | 91.8% | 8.2% |
| Black or African American | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| 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 | 74.4% | 19.5% | 80.5% | 73.6% | 26.4% | 88.5% | 11.5% |
| Students with Disabilities | 59.3% | 62.5% | 37.5% | 100% | 0% | 87.5% | 12.5% |
| English Learners | N | N | N | N | N | N | N |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

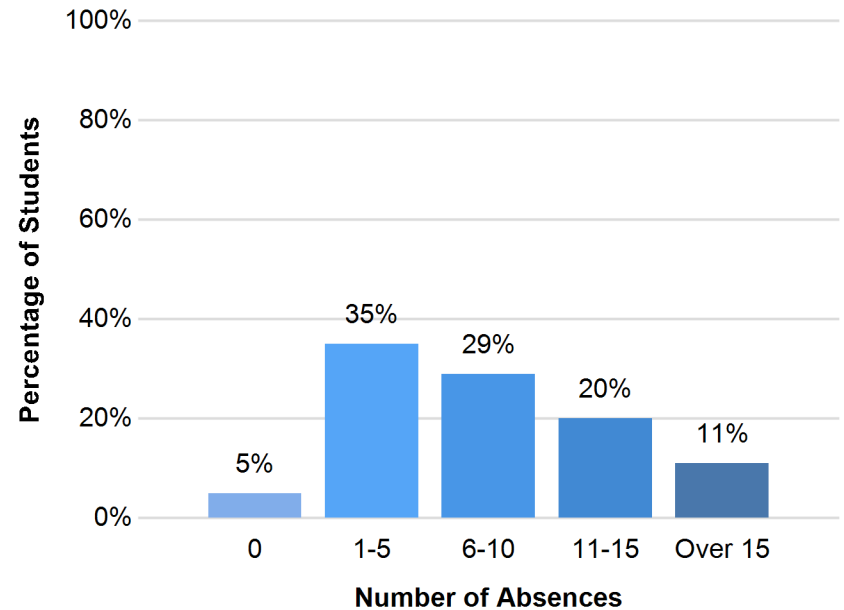
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 63 | 5.1 | 14.2 | Met |
| White | * | * | ** | ** |
| Hispanic | 32 | 4.5 | 14.2 | Met |
| Black or African American | 28 | 5.9 | 14.2 | Met |
| Asian, Native Hawaiian, or Pacific | 2 | 9.1 | 14.2 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 0 | 0 | ** | ** |
| Female | 36 | 5.1 | | |
| Male | 27 | 5.0 | | |
| Economically Disadvantaged Students | 49 | 5.1 | 14.2 | Met |
| Students with Disabilities | 8 | 6.8 | 14.2 | Met |
| English Learners | 3 | 5.2 | 14.2 | Met |
| Homeless Students | N | N | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | N | N | | |
| Migrant Students | N | N | | |

Days Absent

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





Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

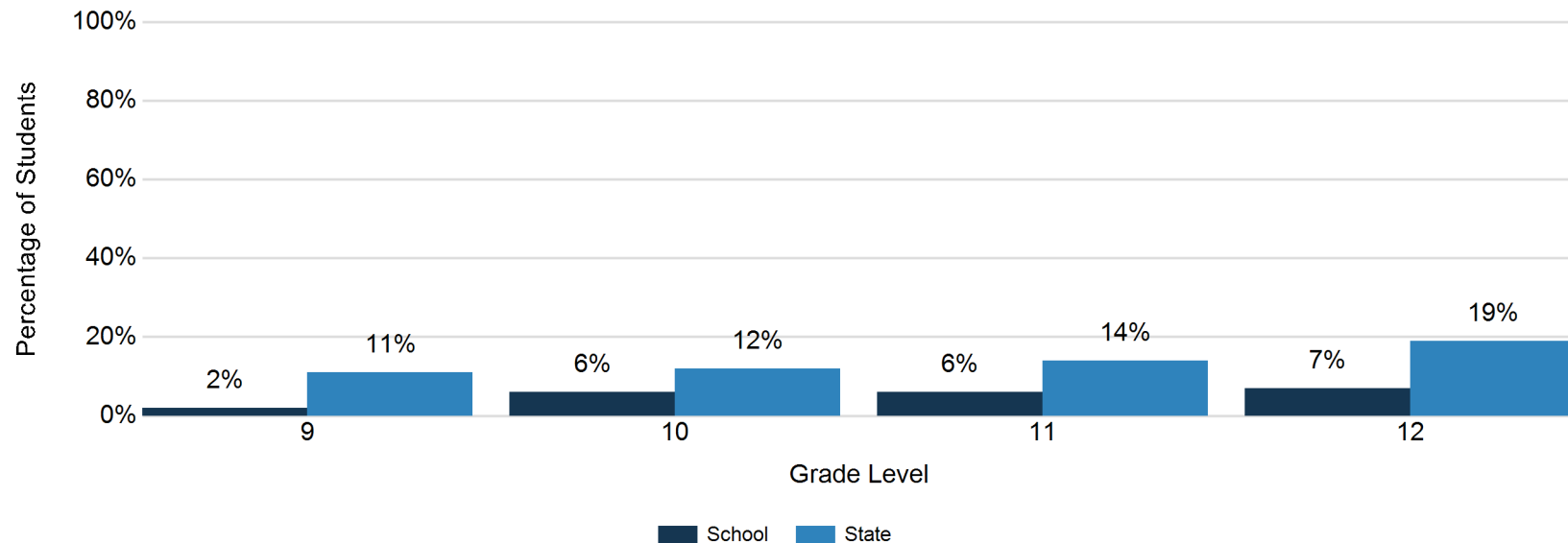
N No Data is available to display

† This indicates a table specific note, see note below table

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

Chronic Absenteeism by Grade

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





Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 5 |
| Harassment, Intimidation, Bullying (HIB) | 8 |
| Total Unique Incidents | 13 |
| Incidents Per 100 Students Enrolled | 1.05 |

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



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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

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 | 2 | 2 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 6 | 6 |
| 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 | 0 | 0.0% |
| Out-of-School Suspensions | 17 | 1.4% |
| Any Suspension | 17 | 1.4% |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | 0 | 0.0% |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 55 |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:15 AM |
| Typical End Time | 2:55 PM |
| Length of School Day | 6 Hrs 40 Mins |
| Full Time - Instructional Time | 5 Hrs 20 Mins |
| Shared Time - Instructional Time | 5 Hrs. 20 Mins. |

Device Ratios

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

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



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 85 | 118,214 |
| Average years experience in public schools | 10.3 | 12.1 |
| Average years experience in district | 10.3 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 77.6% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 17 | 9,530 |
| Average years experience in public schools | 14.5 | 16.0 |
| Average years experience in district | 13.9 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 88.2% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 15:1 | 15:1 |
| Students to Administrators | 311:1 | 137:1 |
| Teachers to Administrators | 21:1 | 9:1 |
| Students to Librarians/Media Specialists | | 1165:1 |
| Students to Nurses | | 777:1 |
| Students to Counselors | | 233:1 |
| Students to Child Study Team Members | | 466:1 |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 56.8% | 51.8% | 51.8% | 48.4% | 77.1% | 54.9% |
| Male | 43.2% | 48.2% | 48.2% | 51.6% | 22.9% | 45.1% |
| White | 0.9% | 56.5% | 56.5% | 42.4% | 83.6% | 77.4% |
| Hispanic | 57.9% | 22.4% | 22.4% | 29.9% | 7.3% | 7.2% |
| Black or African American | 37.9% | 14.1% | 14.1% | 15.0% | 6.6% | 13.9% |
| Asian | 1.0% | 4.7% | 4.7% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.6% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.7% | 1.2% | 1.2% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 1.0% | 1.2% | 1.2% | 2.1% | 0.2% | 0.2% |



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

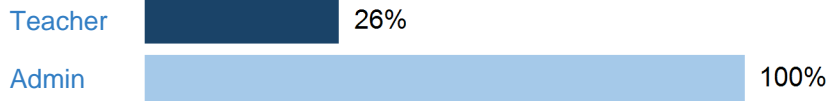
Teachers and Administrators - Level of Education

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

Bachelor's Degree



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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 83.5% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 84.2% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 97.4% |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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](#).

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 48.5% | 64.4% | 64.8% |
| Math Proficiency | 19.8% | 29.1% | 29.9% |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| 4-Year Graduation Rate† | 96.9% | 97.3% | 98.9% |
| 5-Year Graduation Rate† | 99.4% | 96.9% | 97.4% |
| Progress toward English Language Proficiency | | N | 73.2% |
| Chronic Absenteeism | 3.7% | 2.2% | 5.1% |

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



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

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

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

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

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

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

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

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

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

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

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



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 4-Year Graduation Rate: Met Annual Target | 5-Year Graduation Rate: Met Annual Target | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---|------------------------------------|-------------------------------------|---|---|--|--|---|
| Schoolwide | Met Target | Met Target | Met Goal | Met Goal | Exceeds Target | Met | No |
| White | ** | ** | ** | ** | n/a | ** | No |
| Hispanic | Met Target | Met Target | Met Goal | Met Goal | n/a | Met | No |
| Black or African American | Met Target | Met Target | Met Goal | Met Goal | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Target | Met Target | Met Goal | Met Goal | n/a | Met | No |
| Students with Disabilities | Met Target | Met Target† | Met Goal | Met Goal | n/a | Met | No |
| English Learners | N | N | ** | ** | ** | Met | No |

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



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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



Highlights:

- Dual college credits in the Payne Scholars program with Seton Hall University Dual college credit program with Essex County College Student apprenticeship and employment through labor Unions
- Student was NJ delegate to 2019 Global Youth Institute Runner up in Poetry Out Loud state competition Various metal winners in state level Skills USA and FBLA, qualifying for national completion
- Implemented one to one computer laptop program to accelerate and enhance learning Students gain Industry based credentials Students participate in paid internship with Panasonic Corp



Mission, Vision, Theme:

The mission of the Donald M. Payne Sr. School of Technology is 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. The vision of Donald M. Payne Sr. School of Technology community is to become an exemplary school in developing life-long learners in their pursuit of higher education and/or a career.



Awards, Recognition, Accomplishments:

US News & World Report Best High School for 9 Consecutive Years. 2017 School of Character by the New Jersey Alliance for Social, Emotional, and Character. One of the first schools in the district to offer AP courses contributing to our district being a 7th Annual AP District Honor Roll Recipient. Recipient of Victoria Foundation grant to enhance Performing Arts program.



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12




2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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

| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Our educational program offers a variety of academic courses and Career and Technical Education (CTE) programs that meet the needs and interests of all of our students, including Honors, English Learners, and Special Education. In addition to college level courses, advanced placement courses are offered in the following areas: AP Language & Composition, AP Literature & Composition, AP Calculus AB, AP Spanish Language & Culture, AP US History, AP World History. Our CTE programs include: Engineering/Robotics, Web/Game Design, Business Organization & Management, Cosmetology, Culinary Arts/Farm to Table, Graphic/Commercial Arts, Music Production, TV Production/Digital Filmmaking, Fashion Design, Law & Public Safety, and Construction Trades. These course offerings coupled with structured learning experiences afford our students a personalized educational experience and prepare them for college and careers. In addition, students take dual credit college courses.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Home of the Lions, Payne Tech's athletics program has made indelible memories for students. Our scholar-athletes demonstrate competitiveness, sportsmanship, and teamwork. Our athletic program promotes outstanding character traits including discipline, respect, hard-work, integrity, and a healthy mind and body. Beyond the display of Lion pride, our athletes engage in community service, service learning, and leadership all while pursuing individual and team academic excellence.</p> |
|  <p>Clubs and Activities:</p> | <p>Anime Club, Book Club, Choir, Dance Troupe, Drama Club, Fashion Club, FBLA, Girls Who Code, Literary Magazine, Math Circle, Model UN Club, Mock Trials Club, Multicultural Club, Music Club, National Honor Society, Poetry Club, Robotics Club, Senior Class, Skills USA, Student Council, Yearbook Committee</p> |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12




2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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

| | |
|--|---|
|  <p>Before and After School Programs:</p> | <p>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. The National Honor Society and Senior Mentors also provide peer tutoring for students in need in multiple subjects.</p> |
|  <p>Staff and Professional Learning:</p> | <p>With the assistance of the School Improvement Panel, the effort is made to offer targeted staff training. The district conducts six half days of PD during the school year in addition to new teacher training and a mentoring program. Payne Tech teachers meet throughout the year in scheduled professional learning communities to analyze student performance data and share best practices and resources. Training is offered on using technology such as Google Apps, EdConnect, and READ180.</p> |
|  <p>Postsecondary Information:</p> | <p>In 2018-19, over 84% of the graduating students indicated that they will be attending a 4 or 2-year College, including Rutgers, Howard, Norfolk State and Steven institute of Technology. Just over 10% indicated employment, 2.1% technical schools, with 4.9% indicating joining the military. Over 25% indicated that they are the first in their family to attend college. Students attend classes after school, which prepare them for Advanced Placement courses and college entrance examinations. In addition, there is a dual college credit program in which students gain college credits by completing various courses during the day. 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.</p> |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Narrative

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



Student Supports and Services:

Struggling students are identified and their deficiencies addressed with interventions. These students receive support in the summer enrichment program and through after-school enrichment classes. Moreover, students with disabilities are assigned to a member of the child study team who addresses learning, behavior and other social needs they may encounter. The I&RS Team's function is to design and recommend interventions for pupils experiencing academic, emotional and behavioral difficulties.



Student Health and Wellness:

We are committed to provide students with healthy, nutritious foods. Encouraging the consumption of fresh fruit, vegetables, low fat milk, and whole grains. Supporting healthy eating through nutrition education. Provide students with the opportunity to engage in daily physical activity.



Parent and Community Involvement:

Payne Tech has an active Parent Teacher Student Association (PTSA), consisting of a president, vice-president, treasurer and secretary. The body meets at least once per month to evaluate initiatives, discuss ways to improve community outreach and identify ways in which to support administrators, staff, and students. Parents support safety protocols, fundraisers, cultural events, extracurricular activities, academic events, and special occurrences such as Teacher Appreciation.



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12




2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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

| | |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers 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 2018-19 staff survey indicated a positive school culture, with the majority of staff indicating that they feel a sense of ownership and belonging to the school. Over 90% of all stakeholders indicated that there is a safe environment in and around the school, 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>Payne Tech is a brand new state of the art facility that was opened in September 2018. The school accommodates over 1300 students who enjoy a conducive environment for learning. Students benefit from the new specialized facilities such as the media center, culinary arts, construction trades, science and engineering labs, gymnasiums, and classrooms that have ready access to technology.</p> |
|  <p>School Safety:</p> | <p>Payne Tech 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 video surveillance around the school buildings to monitor-supervise common areas</p> |



Essex County Donald M. Payne, Sr. School of Technology

(13-1390-050)

Grades Offered: 09-12

2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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



Technology and STEM:

A STEM program at Payne Tech was implemented using drones. The program started with 20 drones along with 10 IPODs, which were used to manipulate the drones. After training of select instructors by certificated staff, instructors learned the various ways to manipulate the drones in a fixed space using the controls on their phones or IPOD. They also learned the procedures of taking off and land the drones as well as how to use the cameras to take 3D images. In addition, the training prepared the instructors to take the FAA exam, which they took and passed to become certified Drone Pilot and Instructor. The district also applied for a waiver to use the air space for the drones and was successful in doing so. The STEM curriculum is also being integrated in the Career and Technical Education curriculum so that the curricular content acquired can be addressed in the classes. In addition, study booklets would be provided by the vendor to facilitate learning of the Engineering standards.