Essex County Donald M. Payne, Sr. School of Technology (13-1390-050)

2021-2022

County: Essex

District: Essex County Schools of Technology

498-544 West Market St
Newark, NJ 07107-1218

Principal: Mr. Eric Love

School Website

973-412-2203

1,172
Total Students

09-12
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn** more about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

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	www.essextech.org
Facebook	https://www.facebook.com/DonaldPayneSchoolofTechnology?mibextid=LQQJ4d
Twitter	https://www.instagram.com/donaldpayneschooloftechnology/

NJ SCHOOL PERFORMANCE REPORT

Demographics

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	2019-20	2020-21	2021-22
9	358	296	259
10	345	350	273
11	311	328	327
12	264	305	313
Total	1,278	1,279	1,172

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	57.0%	57.0%	56.0%
Male	43.0%	43.0%	44.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	76.5%	65.0%	76.7%
Students with Disabilities	9.8%	9.5%	10.6%
English Learners	5.7%	6.5%	5.8%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.0%	0.0%	0.1%
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	2019-20	2020-21	2021-22
White	0.9%	1.3%	1.1%
Hispanic	57.4%	54.8%	52.8%
Black or African American	38.2%	40.8%	43.3%
Asian	0.8%	0.8%	1.0%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.2%
American Indian or Alaska Native	0.6%	0.2%	0.0%
Two Or More Races	1.5%	1.6%	1.5%

Demographics

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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.
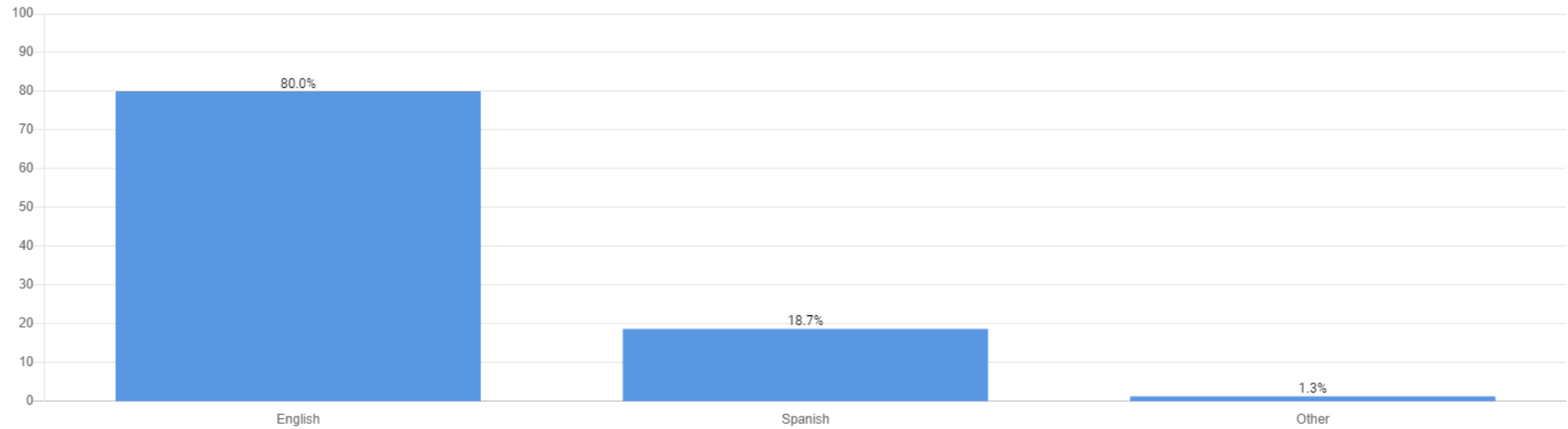
Enrollment Status	2019-20	2020-21	2021-22
Full Time Students	1,278	1,276	1,172
Shared Time Students	0	4	0
Full Time Equivalent	1,278	1,278	1,172

Demographics

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 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. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	80.0%
Spanish	18.7%
Other	1.3%

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. 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.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			100.0%			100.0%
Proficiency Rate for Federal Accountability			63.7%			37.5%
Annual Target			57.2%			29.0%
Met Annual Target?			Met Target			Met Target
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts(ELA) 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 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score 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 2032. 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Schoolwide	259	100%	63.7%	60.8%	49%	63.7%	57.2%	Met Target
White	*	*	*	*	58.2%	*	**	**
Hispanic	128	100%	50%	51.8%	35%	50%	57.2%	Met Target†
Black or African American	126	100%	76.2%	70.1%	30.9%	76.2%	57.9%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	78%	*	**	**
American Indian or Alaska Native	*	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	*	55.4%	*	**	**
Female	*	100%	74.5%	70.6%	55.1%	74.5%		
Male	*	100%	50%	50.5%	43.2%	50%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	187	100%	64.2%	61.9%	30.9%	64.2%	56.8%	Met Target
Non-Economically Disadvantaged Students	72	100%	62.5%	57.8%	57.8%	62.5%		
Students with Disabilities	29	100%	24.1%	28.3%	17.9%	24.1%	26.9%	Met Target†
Students without Disabilities	230	100%	68.7%	65.4%	55.7%	68.7%		
English Learners	19	100%	15.8%	16.7%	21.9%	15.8%	**	**
Non-English Learners	240	100%	67.5%	66.4%	52%	67.5%		
Homeless Students	259	100%	63.7%	60.7%	49.3%	63.7%		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	*	46%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.
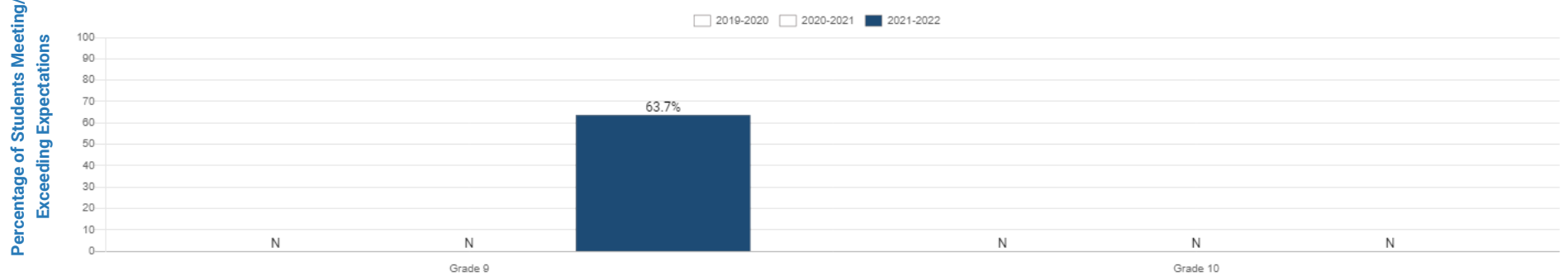
Academic Achievement

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	259	756	754	746	2%	12%	23%	54%	9%	64%	49%
White	*	*	*	753	*	*	*	*	*	*	57%
Hispanic	128	749	748	733	3%	16%	30%	45%	5%	50%	35%
Black or African American	126	763	760	730	1%	7%	16%	63%	13%	76%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	53%
Female	*	762	760	753	1%	8%	16%	63%	12%	74%	56%
Male	*	749	747	739	3%	16%	32%	44%	6%	50%	41%
Non-binary/undesignated gender	*	*	*	763	*	*	*	*	*	*	68%
Economically Disadvantaged Students	187	756	753	731	2%	11%	23%	56%	8%	64%	32%
Non-Economically Disadvantaged Students	72	756	755	752	3%	13%	22%	50%	13%	63%	56%
Students with Disabilities	29	732	731	712	7%	34%	34%	24%	0%	24%	12%
Students without Disabilities	230	759	757	752	1%	9%	21%	58%	10%	69%	55%
English Learners	19	725	721	694	11%	37%	37%	16%	0%	16%	*
Non-English Learners	240	758	758	748	1%	10%	22%	58%	10%	68%	51%
Homeless Students	*	*	*	718	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	42%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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 students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score 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 2032. 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

| 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	Annual Target	Met Annual Target
Schoolwide	259	100%	37.5%	34%	36%	37.5%	29%	Met Target
White	*	*	*	*	46.2%	*	**	**
Hispanic	128	100%	34.4%	32.7%	19.9%	34.4%	26.6%	Met Target
Black or African American	126	100%	38.9%	33.7%	15.7%	38.9%	32.2%	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	71.3%	*	**	**
American Indian or Alaska Native	*	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	*	44.1%	*	**	**
Female	*	100%	42.1%	35.7%	34.5%	42.1%		
Male	*	100%	31.6%	32%	37.4%	31.6%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	187	100%	37.4%	34.3%	17.3%	37.4%	27.6%	Met Target
Non-Economically Disadvantaged Students	72	100%	37.5%	33%	45.2%	37.5%		
Students with Disabilities	29	100%	13.8%	13.2%	14.7%	13.8%	17.4%	Met Target†
Students without Disabilities	230	100%	40.4%	36.9%	40.5%	40.4%		
English Learners	19	100%	26.3%	18.8%	16%	26.3%	**	**
Non-English Learners	240	100%	38.3%	35.9%	38.4%	38.3%		
Homeless Students	259	100%	37.5%	33.8%	36.2%	37.5%		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	*	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.
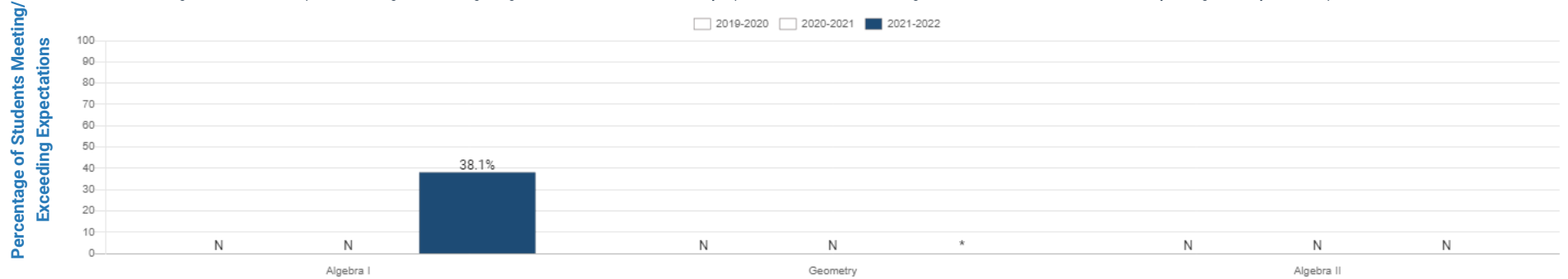
† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. 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.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	252	740	736	735	8%	23%	31%	38%	0%	38%	35%
White	*	*	*	745	*	*	*	*	*	*	45%
Hispanic	124	738	735	720	10%	26%	29%	35%	1%	35%	19%
Black or African American	123	740	735	717	7%	21%	33%	39%	0%	39%	16%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	30%
Two or More Races	*	*	*	742	*	*	*	*	*	*	42%
Female	*	741	737	735	8%	21%	29%	43%	0%	43%	35%
Male	*	737	734	735	8%	26%	34%	31%	1%	32%	35%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	33%
Economically Disadvantaged Students	181	741	736	719	8%	22%	31%	38%	1%	39%	17%
Non-Economically Disadvantaged Students	71	736	734	742	7%	27%	30%	37%	0%	37%	42%
Students with Disabilities	29	721	716	708	14%	55%	17%	14%	0%	14%	*
Students without Disabilities	223	742	738	739	7%	19%	33%	41%	0%	41%	39%
English Learners	19	736	720	702	5%	37%	32%	26%	0%	26%	*
Non-English Learners	233	740	738	737	8%	22%	31%	39%	0%	39%	37%
Homeless Students	*	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	28%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. 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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Geometry performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	*	*	743	748	*	*	*	*	*	*	50%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	728	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	763	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	*	752	*	*	*	*	*	*	57%
Female	*	*	*	746	*	*	*	*	*	*	47%
Male	*	*	*	749	*	*	*	*	*	*	53%
Non-binary/undesignated gender	*	*	*	749	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	22%
Students without Disabilities	*	*	743	749	*	*	*	*	*	*	51%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	743	749	*	*	*	*	*	*	51%
Homeless Students	*	*	*	719	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	41%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. 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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra II performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	*	*	*	764	*	*	*	*	*	*	68%
White	*	*	*	765	*	*	*	*	*	*	71%
Hispanic	*	*	*	724	*	*	*	*	*	*	28%
Black or African American	*	*	*	734	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	59%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	*	*	*	758	*	*	*	*	*	*	62%
Male	*	*	*	769	*	*	*	*	*	*	73%
Non-binary/undesignated gender	*	*	*	771	*	*	*	*	*	*	64%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	76%
Students with Disabilities	*	*	*	749	*	*	*	*	*	*	58%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	68%
English Learners	*	*	*	696	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	68%
Homeless Students	*	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 the most significant intellectual disabilities.

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 4.5 or Above
0-2	36	55.6%	44.4%
3-4	34	82.4%	17.6%
5 or more	N	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	Annual Target	Met Target?
Schoolwide/English Learners	41.8%	22.5%	Exceeds Target

† Target was met within one standard deviation.

Academic Achievement

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 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 on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.
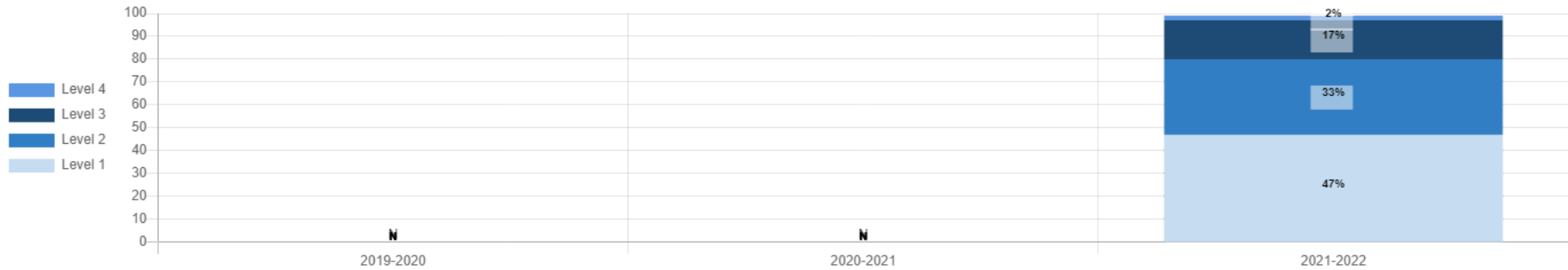
Academic Achievement

NJSLA Science Assessment: Grade 11

This table shows how students performed on the NJSLA Science assessment for the school year, 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	47%	33%	17%	2%
White	*	*	*	*
Hispanic	54%	32%	13%	2%
Black or African American	39%	36%	21%	4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	36%	36%	27%	0%
Female	46%	39%	14%	1%
Male	49%	27%	19%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	47%	34%	16%	3%
Non-Economically Disadvantaged Students	49%	31%	19%	1%
Students with Disabilities	74%	17%	9%	0%
Students without Disabilities	44%	35%	18%	3%
English Learners	*	*	*	*
Non-English Learners	46%	34%	17%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Report Key:
* Data is not displayed in order to protect student privacy
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† This indicates a table specific note, see note below table

College and Career Readiness

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

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 during the 2021-22 school year. 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 2021-2022	91.3%	77.7%
12th graders taking SAT in 2021-2022 or prior years	67.7%	60.8%
12th graders taking ACT in 2021-2022 or prior years	1.0%	8.8%

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	469	474	Grade 10: 430 Grade 11: 460	64.0%	61.0%
PSAT 10/NMSQT - Math	461	464	Grade 10: 480 Grade 11: 510	35.0%	36.0%
SAT - Reading and Writing	469	538	480	45.0%	68.0%
SAT - Math	466	532	530	21.0%	49.0%
ACT - Reading	*	25	22	*	67.0%
ACT - English	*	25	18	*	81.0%
ACT - Math	*	24	22	*	62.0%
ACT - Science	*	24	23	*	59.0%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

School   22.7%

State   34.5%

Students taking one or more AP or IB exam

School   24.4%

State   28.4%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

School   15.0%

State   19.9%

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.

School   26.1%

State   24.4%

College and Career Readiness

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 and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Schoolwide	22.7%	26.1%	34.5%	24.4%
White	*	*	39.2%	29.3%
Hispanic	26.2%	25.6%	22.1%	16.8%
Black or African American	18.7%	26.5%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	67.9%	34.8%
American Indian or Alaska Native	N	N	27.6%	25.2%
Two or More Races	0.0%	17.6%	38.0%	25.0%
Female	25.7%	25.7%	40.4%	27.3%
Male	18.8%	26.6%	28.7%	21.3%
Non-Binary/Undesignated Gender	N	N	34.2%	21.5%
Economically Disadvantaged Students	23.4%	27.6%	21.9%	16.9%
Students with Disabilities	7.4%	10.3%	4.3%	8.9%
English Learners	26.5%	2.9%	9.4%	6.7%
Homeless Students	N	N	11.3%	13.9%
Students In Foster Care	N	N	7.3%	9.2%
Military-Connected Students	N	N	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

College and Career Readiness

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 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	20	20
AP Chemistry	7	7
AP Comparative Government and Politics	0	17
AP English Language and Composition	38	36
AP English Literature and Composition	21	21
AP Music Theory	19	0
AP Spanish Language	47	47
AP Studio Art—Two-Demensional	0	16
AP U.S. Government and Politics	0	16
AP U.S. History	21	20
AP World History: Modern	24	24
Total Exams taken		224
Exams with scores of at least 3 on AP exams or 4 on IB exams		113

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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)

School 42.2%
State 7.3%

CTE Concentrators

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

School 54.4%
State 10.6%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, completion of all six New Jersey Safe Schools Program Online Topical Courses during the fall semester of the 2021-2022 school year, internships, cooperative education experiences and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

For additional information about students in approved career and technical education (CTE) programs/programs of study who participated in WBL experiences during the school year, see the new WBL Participation by Career Cluster table.

Structured Learning Experiences

School 0.4%
State 2.8%

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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	42.2%	54.4%	7.3%	10.6%
White	38.5%	61.5%	5.8%	10.0%
Hispanic	38.9%	56.5%	9.1%	11.1%
Black or African American	47.2%	50.4%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	50.0%	50.0%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	5.6%	94.4%	6.7%	11.2%
Female	43.5%	53.8%	7.1%	10.9%
Male	40.4%	55.3%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	41.8%	54.9%	9.7%	12.1%
Students with Disabilities	41.1%	53.2%	5.8%	8.4%
English Learners	47.1%	50.0%	7.0%	3.9%
Homeless Students	*	*	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g. community service, job shadowing, school-based enterprise, service learning, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the fall semester of the 2021-2022 school year), career preparation (e.g. cooperative education experience or paid/unpaid internships), or career training (e.g. pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Students Participating in Work-Based Learning
Architecture & Construction	27
Arts, A/V Technology & Communications	29
Business Management & Administration	97
Hospitality & Tourism	*
Human Services	*
Information Technology	77
Law, Public Safety, Corrections & Security	79
Science, Technology, Engineering & Mathematics	22
Total	334

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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
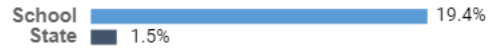
School — 19.4%

State — 1.5%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	141	37	37
Arts, A/V Technology & Communications	240	*	*
Business Management & Administration	143	78	78
Finance	0	*	*
Hospitality & Tourism	126	*	*
Human Services	95	*	*
Information Technology	125	*	*
Law, Public Safety, Corrections & Security	138	23	23
Manufacturing	0	79	79
Science, Technology, Engineering & Mathematics	124	*	*
Total	1,132	227	227

College and Career Readiness

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	259	15	0	0	0	0	43
10	0	216	56	10	0	0	25
11	0	1	244	86	0	3	30
12	0	0	0	180	49	66	19
Total	259	232	300	276	49	69	117
Enrolled in AP/IB Course					20	0	0
Enrolled in Dual Enrollment Course	0	0	0	19	0	4	101

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	259	0
10	0	273	0	0	0	0
11	0	325	0	0	0	0
12	0	7	233	0	2	0
Total	0	605	233	0	261	0
Enrolled in AP/IB Course	0	7		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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N No Data is available to display
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College and Career Readiness

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	259	0	0	0	0
10	0	273	0	0	0	0
11	0	0	0	0	0	16
12	313	1	0	0	0	26
Total	313	533	0	0	0	42
Enrolled in AP/IB Course	24	21	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	N	N	N	N	N	N	N
10	258	0	0	0	0	0	0
11	323	0	0	0	0	0	0
12	N	N	N	N	N	N	N
Total	581	0	0	0	0	0	0
Enrolled in AP/IB Course	47	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

College and Career Readiness

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 – 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	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	259	0	0	0	0	0	0
10	14	0	0	0	0	0	0
11	14	0	0	0	0	0	0
12	16	0	0	0	0	0	0
Total	303	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0		0		0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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
Portuguese	*
Spanish	59
Total	*

College and Career Readiness

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 second set of charts 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

School   State
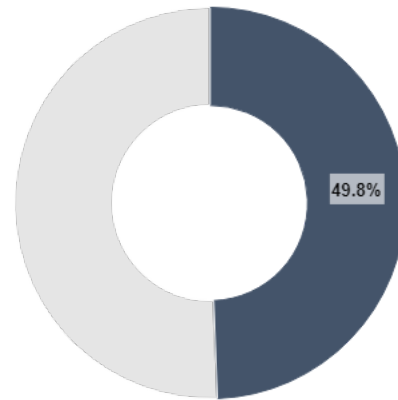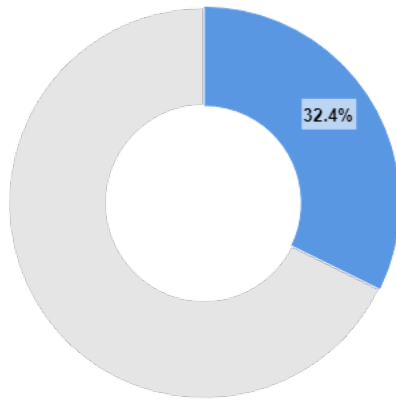
32.4%   49.8%

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

College and Career Readiness

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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:

Music

School 7.3%
State 15.1%

Dance

School 0.0%
State 2.4%

Drama

School 24.3%
State 3.5%

Visual Arts

School 1.5%
State 34.0%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources 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. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends

95.3%   97.1%   97.2%

Cohort 2020   Cohort 2021   Cohort 2022

5-Year Graduation Rate Trends
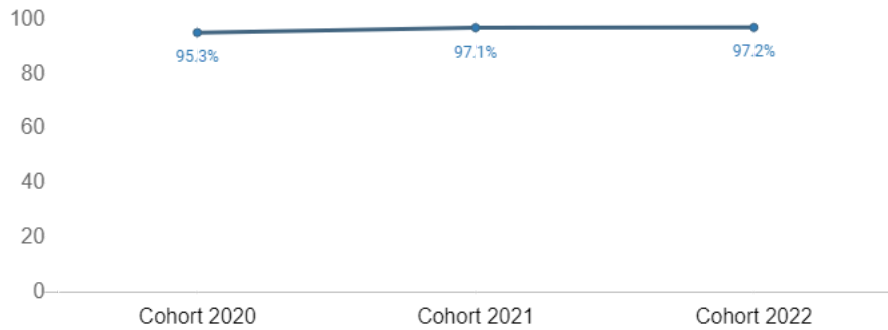
99.2%   96.0%   97.4%

Cohort 2019   Cohort 2020   Cohort 2021
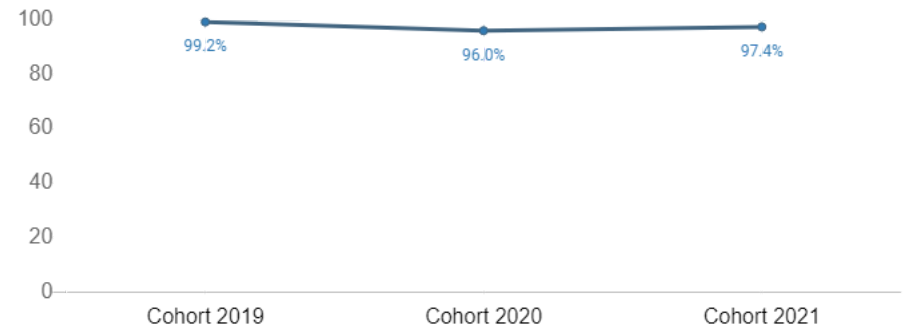
Performance Measure	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	95.3%	97.1%	97.2%	99.2%	96.0%	97.4%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

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

(13-1390-050)

2021-2022

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Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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Cohort 2022 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	97.2%	0.0%	2.8%	90.9%	4.1%	5.0%
White	*	*	*	95.0%	2.6%	2.4%
Hispanic	98.9%	0.0%	1.1%	84.9%	5.9%	9.2%
Black or African American	94.1%	0.0%	5.9%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.1%	2.0%	0.9%
American Indian or Alaska Native	*	*	*	92.0%	2.4%	5.6%
Two or More Races	100.0%	0.0%	0.0%	90.6%	4.1%	5.2%
Female	96.8%	0.0%	3.2%	93.3%	2.9%	3.8%
Male	97.8%	0.0%	2.2%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	97.6%	0.0%	2.4%	85.4%	6.0%	8.6%
Students with Disabilities	91.7%	0.0%	8.3%	80.5%	12.8%	6.7%
English Learners	97.3%	0.0%	2.7%	71.9%	8.9%	19.1%
Homeless Students	*	*	*	70.4%	10.3%	19.3%
Students in Foster Care	N	N	N	57.7%	15.8%	26.5%
Military-Connected Students	N	N	N	91.0%	4.8%	4.2%
Migrant Students	N	N	N	65.4%	9.0%	25.6%

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Graduation/ Postsecondary

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For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

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Cohort 2021 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	97.4%	0.0%	2.6%	92.5%	1.8%	5.7%
White	*	*	*	95.9%	1.6%	2.6%
Hispanic	97.8%	0.0%	2.2%	87.5%	2.0%	10.6%
Black or African American	96.8%	0.0%	3.2%	87.7%	2.6%	9.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.6%	1.3%	1.1%
American Indian or Alaska Native	*	*	*	94.5%	0.8%	4.7%
Two or More Races	N	N	N	93.0%	1.0%	6.0%
Female	96.6%	0.0%	3.4%	94.4%	1.2%	4.4%
Male	98.5%	0.0%	1.5%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	97.8%	0.0%	2.2%	87.6%	2.1%	10.3%
Students with Disabilities	100.0%	0.0%	0.0%	83.5%	8.5%	8.0%
English Learners	95.2%	0.0%	4.8%	78.3%	1.6%	20.1%
Homeless Students	N	N	N	76.3%	3.6%	20.1%
Students in Foster Care	N	N	N	59.4%	7.7%	32.9%
Military-Connected Students	N	N	N	91.5%	1.9%	6.6%
Migrant Students	N	N	N	71.6%	1.1%	27.3%

Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2020 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	96.0%	0.0%	4.0%	93.1%	1.2%	5.8%
White	*	*	*	96.3%	1.2%	2.6%
Hispanic	98.1%	0.0%	1.9%	88.0%	1.0%	11.0%
Black or African American	92.7%	0.0%	7.3%	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.8%	0.9%	1.3%
American Indian or Alaska Native	*	*	*	91.2%	1.8%	7.1%
Two or More Races	N	N	N	93.9%	0.7%	5.4%
Female	95.7%	0.0%	4.3%	94.7%	0.8%	4.5%
Male	96.5%	0.0%	3.5%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	96.9%	0.0%	3.1%	88.4%	1.2%	10.4%
Students with Disabilities	96.6%	0.0%	3.4%	85.4%	6.2%	8.4%
English Learners	N	N	N	79.3%	0.6%	20.1%
Homeless Students	N	N	N	80.1%	2.2%	17.8%
Students in Foster Care	*	*	*	62.4%	3.4%	34.3%
Military-Connected Students	N	N	N	93.3%	1.5%	5.1%
Migrant Students	N	N	N	63.4%	0.0%	36.6%

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

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Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Federal Graduation Rates

This table shows the federal version of the 2022 4-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2022-23 school year (along with 2022-23 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2023.

Student Group	2022 4-Year Federal Graduation Rate	2021 5-Year Federal Graduation Rate	State: 2022 4-Year Federal Graduation Rate	State: 2021 5-Year Federal Graduation Rate
Schoolwide	92.5%	97.4%	85.2%	89.9%
White	*	*	89.1%	93.6%
Hispanic	96.2%	97.8%	79.3%	84.6%
Black or African American	85.7%	96.8%	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	95.9%	97.0%
American Indian or Alaska Native	*	*	84.8%	91.3%
Two or More Races	100.0%	N	84.3%	89.7%
Female	91.5%	96.6%	89.2%	92.6%
Male	94.0%	98.5%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	92.8%	97.8%	78.7%	84.3%
Students with Disabilities	50.0%	100.0%	48.5%	69.0%
English Learners	91.9%	95.2%	70.3%	77.1%
Homeless Students	*	N	60.0%	70.4%
Students in Foster Care	N	N	43.8%	52.6%
Military-Connected Students	N	N	86.8%	89.9%
Migrant Students	N	N	62.8%	71.6%

Graduation/ Postsecondary

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For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Accountability Graduation Rates

This table shows Cohort 2021 4-year and Cohort 2020 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2021, which means that students with disabilities who did not meet either the state course requirements and/or local attendance requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2021: 4-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target	Cohort 2020: 5-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target
Schoolwide	97.1%	95.0%	Met Goal	96.0%	95.4%	Met Goal
White	*	**	**	*	**	**
Hispanic	97.2%	95.0%	Met Goal	98.1%	96.0%	Met Goal
Black or African American	96.8%	95.0%	Met Goal	92.7%	94.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	97.5%	95.0%	Met Goal	96.9%	96.0%	Met Goal
Students with Disabilities	100.0%	95.0%	Met Goal	96.6%	96.0%	Met Goal
English Learners	95.2%	N	Met Goal	*	**	**

Graduation/ Postsecondary

Graduation Pathways

This table shows the percentage of Cohort 2022 graduates who met the high school graduation assessment requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important Note for 2021-22 Reports: Administrations of both state and national assessments were cancelled over the last two years, so caution should be used when comparing pathways for 2022 graduates with prior years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	64.5%	62.3%
Substitute Competency Test	26.8%	22.4%
Portfolio Appeals Process	5.8%	11.5%
Alternate Requirements specified in IEP	2.9%	3.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2021-2022	0.1%	1.2%
2020-2021	0.0%	1.1%
2019-2020	0.0%	1.0%

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rate Trends

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating for from high school for the last three years.

Postsecondary Enrollment 16 months after Graduation
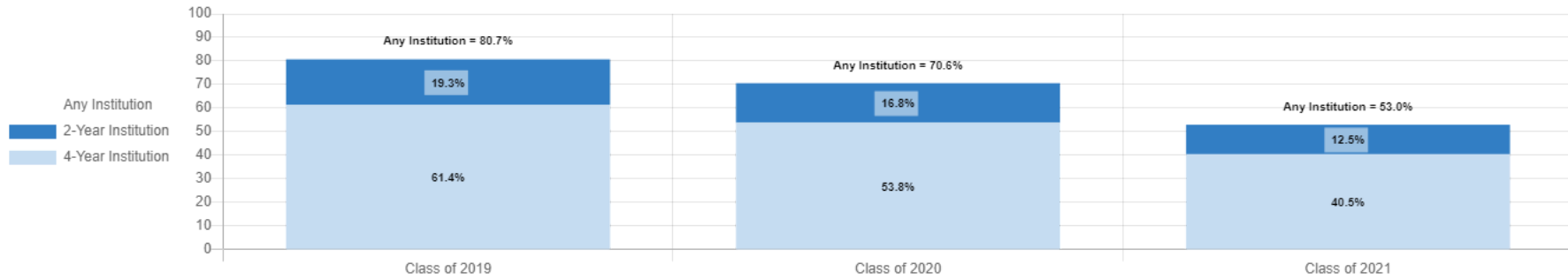
Performance Measure	Class of 2019	Class of 2020	Class of 2021
% Enrolled in 2-Year Institution	19.3%	16.8%	12.5%
% Enrolled in 4-Year Institution	61.4%	53.8%	40.5%
% Enrolled in Any Postsecondary Institution	80.7%	70.6%	53.0%

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2022. 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	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	68.5%	25.1%	74.9%
Schoolwide	58.8%	17.4%	82.6%
White	*	*	*
Hispanic	55.4%	21.4%	78.6%
Black or African American	61.7%	13.5%	86.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	66.3%	12.5%	87.5%
Male	48.5%	26.6%	73.4%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	55.3%	16.8%	83.2%
Students with Disabilities	46.9%	20.0%	80.0%
English Learners	26.9%	57.1%	42.9%
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2022. 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	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Schoolwide	53.0%	23.6%	76.4%	70.2%	29.8%	83.9%	16.1%
White	*	*	*	*	*	*	*
Hispanic	54.3%	26.6%	73.4%	73.4%	26.6%	91.5%	8.5%
Black or African American	52.1%	19.0%	81.0%	68.3%	31.7%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	58.0%	23.8%	76.2%	73.3%	26.7%	82.2%	17.8%
Male	46.2%	23.3%	76.7%	65.0%	35.0%	86.7%	13.3%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.1%	20.9%	79.1%	68.2%	31.8%	83.6%	16.4%
Students with Disabilities	44.0%	54.5%	45.5%	72.7%	27.3%	72.7%	27.3%
English Learners	25.0%	33.3%	66.7%	66.7%	33.3%	66.7%	33.3%
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2022. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

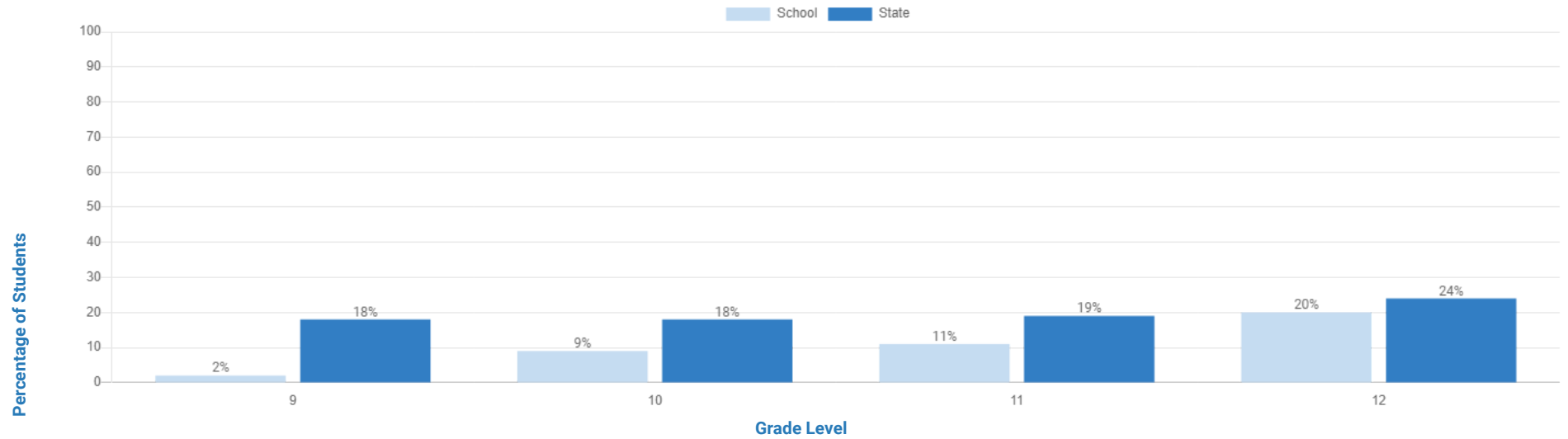| Year of Graduation	Graduates enrolled in apprenticeship programs
2021	0
2020	*
2019	*
2018	0
2017	0
2016	0
2015	*
2014	0

Climate and Environment

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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	128	10.9%	19.8%	Met
White	*	0.0%	**	**
Hispanic	74	12.0%	19.8%	Met
Black or African American	52	10.2%	19.8%	Met
Asian, Native Hawaiian, or Pacific Islander	0	0.0%	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	11.1%	**	**
Female	*	10.1%		
Male	*	12.0%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	101	11.2%	19.8%	Met
Students with Disabilities	17	13.8%	19.8%	Met
English Learners	12	17.4%	19.8%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

NJ SCHOOL PERFORMANCE REPORT

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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Climate and Environment

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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

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

Percentage of Students

Number of Absences	Percentage of Students
0	6%
1-5	35%
6-10	26%
11-15	18%
Over 15	15%

Climate and Environment

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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Chronic Absenteeism by Grade

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.68

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	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	
Out-of-School Suspensions	*	*	39
Any Suspension	*	*	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	0	0.0%	

NJ SCHOOL PERFORMANCE REPORT

Climate and Environment

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. 49 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2022, 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
2021-2022	1.4:1

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

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. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	95	118,773
Average years experience in public schools	10.6	12.5
Average years experience in district	10.6	11.3
Percentage of Teachers with 4 or more years experience in the district	78.9%	76.0%
Number of out-of-field teachers	2	2,937

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	21	9,578
Average years experience in public schools	14.7	16.5
Average years experience in district	14.2	12.6
Percentage of Administrators with 4 or more years experience in the district	90.5%	78.8%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	95	186	118,773
Administrators	4	21	9,578
Librarians/Media Specialists	1	2	1,212
Nurses	1	3	2,911
School Counselors	5	10	4,324
Child Study Team Members	4	9	9,115
School Psychologists	1	2	2,159
School Social Workers	1	3	2,487
Student Assistance Coordinators	N	1	372
School Safety Specialists	N	1	34

NJ SCHOOL PERFORMANCE REPORT

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Staff

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Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	293:1	99:1
Teachers to Administrators	24:1	9:1
Students to Librarians/Media Specialists †	1172:1	1041:1
Students to Nurses †	1172:1	694:1
Students to Counselors †	234:1	208:1
Students to Child Study Team Members †,††	31:1	28:1
Students to School Psychologists †	1172:1	1041:1
Students to School Social Workers †	1172:1	694:1
Students to Student Assistance Coordinators †	N	2082:1
Students to School Safety Specialists †	N	2082:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	56.0%	50-55%	*	48.0%	77.0%	56.0%
Male	44.0%	45-50%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	1.1%	51.6%	50.0%	40.1%	82.6%	76.3%
Hispanic	52.8%	25.3%	25.0%	32.1%	8.1%	8.1%
Black or African American	43.3%	14.7%	25.0%	14.6%	6.5%	13.9%
Asian	1.0%	7.4%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	1.1%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.7%	0.2%	0.3%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

**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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 69.5%
Admin N/A

Master's Degree

Teacher 29.5%
Admin 100.0%

Doctoral Degree
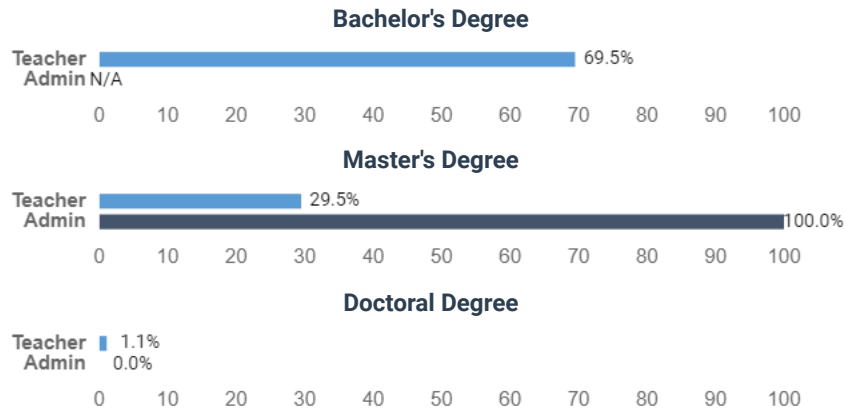
Teacher 1.1%
Admin 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	94.5%	90.7%
2020-21 Administrators: Same district 2021-22	100.0%	87.4%

NJ SCHOOL PERFORMANCE REPORT

Staff

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Teachers: All classroom teachers
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Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, of if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English/Language Arts/Literacy	15	60-80	≤20%	≤20%	53.3%	13.3%	26.7%	6.7%	0.0%	0.0%	0.0%	86.7%	66.7%	33.3%	0.0%
English Speakers or Other Languages	2	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%
Mathematics	17	40-60	40-60	≤20%	52.9%	23.5%	11.8%	11.8%	0.0%	0.0%	0.0%	70.6%	52.9%	47.1%	0.0%
Science	9	*	*	*	55.6%	11.1%	11.1%	22.2%	0.0%	0.0%	0.0%	100.0%	44.4%	55.6%	0.0%
Social Studies/History	9	*	*	*	55.6%	22.2%	11.1%	11.1%	0.0%	0.0%	0.0%	88.9%	77.8%	22.2%	0.0%
World Language	5	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	40.0%	60.0%	0.0%
Visual and Performing Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Health/Physical Education	7	*	*	*	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	71.4%	71.4%	28.6%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	4	*	*	*	75.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	0.0%	0.0%
Computer Science/IT	1	*	*	*	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	25	20-40	60-80	≤20%	52.0%	28.0%	16.0%	0.0%	0.0%	4.0%	0.0%	72.0%	92.0%	4.0%	4.0%
Special Education	7	*	*	*	71.4%	0.0%	28.6%	0.0%	0.0%	0.0%	0.0%	85.7%	42.9%	57.1%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage 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 2021-22 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 Co Voc-Tech	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	$848	$4,513	$5,361	2,084.0
District Level Central Expenditures		$6,075	$6,075	2,084.0
Essex County Donald M. Payne, Sr. School of Techno	$2,163	$8,854	$11,017	1,170.8
Essex County Newark Tech	$1,968	$10,589	$12,557	567.5
Essex County West Caldwell Tech	$3,123	$13,319	$16,442	345.7
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and statewide progress toward long-term goals, see these accountability resources.

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteriea are met.

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2023-24 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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2023-24 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, Pacific Islander, Native Hawaiian	
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.

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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			63.7%
Math Proficiency			37.5%
ELA Growth			
Math Growth			
4-Year Graduation Rate†	95.3%	97.1%	97.2%
5-Year Graduation Rate†	99.2%	96.0%	97.4%
Progress toward English Language Proficiency			41.8%
Chronic Absenteeism		4.4%	10.9%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

NJ SCHOOL PERFORMANCE REPORT

Accountability

Accountability Summary by Student Group - 2021-22 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2021-22 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2018-19 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page..

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Met Target	Met Target	N	N	Met Goal	Met Goal	Exceeds Target	Met	No
White	**	**	No	**	**	N	N	**	**		**	No
Hispanic	69.78	9.34	No	Met Target†	Met Target	N	N	Met Goal	Met Goal		Met	No
Black or African American	66.07	9.34	No	Met Target	Met Target	N	N	Met Goal	Not Met		Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	**	**		**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**		**	No
Two or More Races	**	**	No	**	**	N	N	**	**		**	No
Economically Disadvantaged Students	89.61	9.34	No	Met Target	Met Target	N	N	Met Goal	Met Goal		Met	No
Students with Disabilities	90.08	9.34	No	Met Target†	Met Target†	N	N	Met Goal	Met Goal		Met	No
English Learners	**	**	No	**	**	N	N	Met Goal	**	Exceeds Target	Met	No

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

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- Payne Tech was one of the first schools in the state to be awarded the Digital Star School award by Sustainable Schools NJ (formally future ready schools) along with Bronze level certification.
- Work by Payne Tech's students (film, essays, audio) was featured by BBC Storytelling Project, Montclair and Garden State Film Festival, and NJ Shout Down Drugs Your Song! Your Voice! Competition.
- Payne Tech's Emily Bonilla was recognized as the 2020-21 NJ's Assistant Principal of the year by the New Jersey Principal and Supervisor Association and National Association for Secondary Principals.

Mission, Vision, Theme:

MISSION STATEMENT: 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. VISION STATEMENT: The Donald M. Payne Sr. School of Technology community is committed to being an exemplary school in developing life-long learners in their pursuit of higher education and/or a career.

Awards, Recognition, Accomplishments:

U.S. News & World Report Best High Schools 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 Advanced Placement classes thus contributing to our district being a 7th Annual AP District Honor Roll Recipient

NJ SCHOOL PERFORMANCE REPORT

Narrative

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Courses, Curriculum, Instruction:

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: Advanced Manufacturing, Engineering-Robotics, Automotive Technology, Business Organization & Management, and Allied Health. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers. In addition, select students participate in the dual college credit program.

Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), 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)

Home of the Lions, Payne Techs 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 Lions pride, our athletes engage in community service, service learning, and leadership all while pursuing individual and team academic excellence.

Clubs and Activities:

Anime Club, Art Club, Payne Bible Club, Payne Newsletter, Choir Club, Dance Troupe, FBLA (Future Business Leaders of America), Girls Who Code, GSA (Gay, Straight, Alliance), Literary Magazine, Model UN, Multicultural Club, National Honor Society, Senior Class, Skills USA, Fashion Club/Something Unique, Student Council, Technology Club, Video Game Club, Film Club, Yoga Club, Robotics Team

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Before and After School Programs:

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

Staff and Professional Learning:

With the assistance of the School Improvement Panel, ever effort was made to offer targeted professional development training for staff. The district conducts six half days of PD during the school year in addition to the new teacher training and a mentoring program. Payne Tech teachers met throughout the year in scheduled professional learning communities to analyze student performance data and share best practices and resources. In addition, training was offered on using technology to accelerate learning. In particular, the district adopted a new Management Learning System, Schoology to deliver and assess curricular standards. Training was provided on using Schoology along with using other instructional software such as Albertio, Vocabulary.com, READ180.

Postsecondary Information:

In 2021-22, over 70% 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 16% indicated employment, 2.2% technical schools, with 3.5% indicating joining the military. Almost 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.

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Student Supports and Services:

Struggling students are identified and their deficiencies addressed with interventions. These students receive support in the summer enrichment program and in the 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 Teams 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, nutritous 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. With the advent of the COVID-19 pandemic there has been significant improvement in parental involvement, with hundreds of parents logging in to virtual meetings.

Narrative

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Climate Surveys:

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 2021-22 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.

Facilities:

Payne Tech is a brand new state of the art school that was opened in September 2018. The school accommodates over 1300 students who enjoy an environment conducive 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.

School Safety:

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

Narrative

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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.
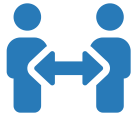
Addressing the Impact of COVID-19:

After a full year of remote learning in 2020-21, the school implemented in-person learning for all students in the 2021-22 school year. Student progress was continuously monitored and measures were taken to address their deficiencies in a timely manner. Students were provided with a laptop and assistance in accessing the Internet so that they could participate in learning, even after the school day. Instructors were also trained and guided in offering effective instruction in the transition back to in-person learning. During the school year, district and school administrators provided continuous training and resources to instructors and students. The result was a successful completion of the school year, with very few struggling students who had to be enrolled in credit recovery classes in the summer.