NJ SCHOOL PERFORMANCE REPORT

APPLIED TECHNOLOGY HIGH SCHOOL
(03-0290-300)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	BERGEN COUNTY VOCATIONAL
Principal Name	MS. SHERIDAN
Address	400 PARAMUS ROAD PARAMUS, NJ 07652
Phone Number	(201)343-6000
Email Address	ANDSHE@BERGEN.ORG
Website	http://bcts.bergen.org

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	31	30	31
10	0	29	29
11	0	0	27
12	0	0	0
Total	31	59	87

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	29.0%	32.2%	34.5%
Male	71.0%	67.8%	65.5%
Economically Disadvantaged Students	19.4%	20.3%	19.5%
Students with Disabilities	3.2%	3.4%	6.9%
English Learners	0.0%	1.7%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	61.3%	61.0%	56.3%
Hispanic	22.6%	27.1%	28.7%
Black or African American	6.5%	3.4%	2.3%
Asian	6.5%	5.1%	8.0%
Native Hawaiian or Pacific Islander	0.0%	1.7%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.2%	1.7%	3.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	31	59	87
Shared Time Students	0	0	0
Full Time Equivalent	31	59	87

Enrollment by Home Language

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

Home Language	% of Students
English	80.5%
Polish	5.7%
Spanish	3.4%
Ukrainian	3.4%
Urdu	1.1%
Other Languages	5.7%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	60	100.0	78.3	85.4	56.7	78.3	60.3	Met Target
White	33	100.0	78.8	83.6	65.6	78.8	75.3	Met Target
Hispanic	19	100.0	79.0	67.1	42.5	79.0	**	**
Black or African American	N	N	N	*	37.3	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	98.0	63.4	*	**	**
Female	22	100.0	90.9	90.9	64.5	90.9		
Male	38	100.0	71.0	80.4	49.4	71.0		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	*	*	*	22.5	21.6	*	**	**
Students without Disabilities	*	*	*	98.5	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	767	795	752	0%	*	*	*	*	77%	55%
White	15	764	792	760	0%	*	*	*	*	80%	64%
Hispanic	10	764	770	735	0%	*	*	*	*	70%	38%
Black or African American	N	N	753	734	N	N	N	N	N	N	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	813	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	801	760	*	*	*	*	*	*	63%
Female	12	780	805	759	0%	*	*	*	*	83%	63%
Male	19	760	785	744	0%	*	*	*	*	74%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	725	716	*	*	*	*	*	*	15%
Students without Disabilities	*	*	809	758	*	*	*	*	*	*	62%
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	31	767	*	755	0%	*	*	*	*	77%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	774	804	749	0%	0%	*	*	*	79%	51%
White	18	776	800	756	0%	0%	*	*	*	78%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	N	N	*	728	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	825	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	10	789	813	759	0%	0%	*	*	*	100%	60%
Male	19	766	794	739	0%	0%	*	*	*	68%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	*	*	723	707	*	*	*	*	*	*	15%
Students without Disabilities	*	*	821	756	*	*	*	*	*	*	57%
English Learners	N	N	698	684	N	N	N	N	N	N	*
Non-English Learners	29	774	805	752	0%	0%	*	*	*	79%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	745	778	736	*	*	*	*	*	56%	39%
White	16	741	764	737	*	*	*	*	*	50%	41%
Hispanic	*	*	749	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	804	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	*	*	788	737	*	*	*	*	*	*	39%
Female	*	*	*	745	*	*	*	*	*	*	48%
Male	*	*	*	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	748	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	782	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	707	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	795	742	*	*	*	*	*	*	44%
English Learners	N	N	*	702	N	N	N	N	N	N	*
Non-English Learners	27	745	*	738	*	*	*	*	*	56%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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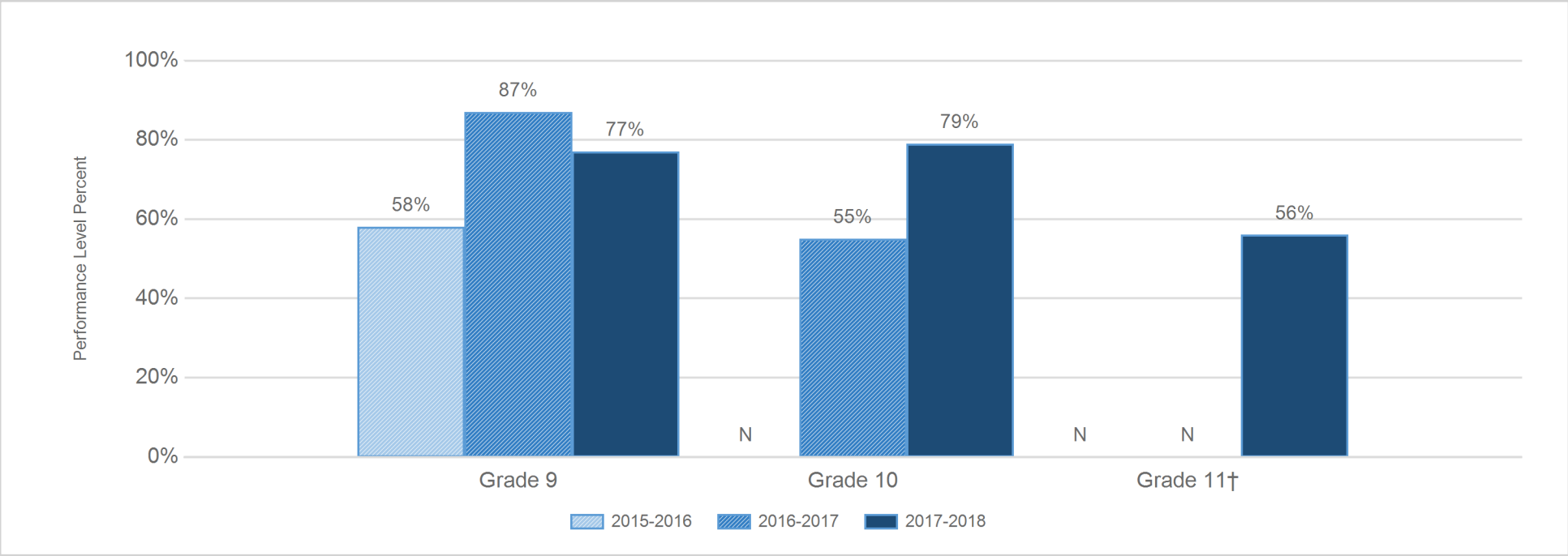
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

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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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	51	100.0	54.9	83.8	45.0	54.9	57.3	Met Target†
White	30	100.0	60.0	81.7	54.1	60.0	59.5	Met Target
Hispanic	17	100.0	47.1	67.9	29.2	47.1	**	**
Black or African American	N	N	N	*	23.4	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	96.1	53.0	*	**	**
Female	16	100.0	43.8	85.6	46.0	43.8		
Male	35	100.0	60.0	82.2	43.9	60.0		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	*	*	*	29.9	17.1	*	**	**
Students without Disabilities	*	*	*	93.5	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	759	746	746	0%	*	*	*	*	68%	46%
White	12	767	*	755	0%	0%	*	*	*	75%	57%
Hispanic	*	*	734	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	749	748	*	*	*	*	*	*	48%
Male	*	*	744	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	725	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	753	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	729	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	777	752	*	*	*	*	*	*	52%
English Learners	N	N	723	710	N	N	N	N	N	N	*
Non-English Learners	22	759	*	749	0%	*	*	*	*	68%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	750	742	735	0%	*	48%	*	*	45%	30%
White	18	748	741	740	0%	*	*	*	*	50%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	737	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	10	745	739	736	0%	*	*	*	*	30%	30%
Male	19	752	744	734	0%	*	*	*	*	53%	29%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	744	741	*	*	*	*	*	*	38%
Students with Disabilities	*	*	723	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	762	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	29	750	*	736	0%	*	48%	*	*	45%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	732	805	727	*	*	*	*	*	30%	30%
White	16	733	799	733	*	*	*	*	*	31%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	*	*	*	728	*	*	*	*	*	*	30%
Male	*	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	783	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	806	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	27	732	805	729	*	*	*	*	*	30%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

APPLIED TECHNOLOGY HIGH SCHOOL
(03-0290-300)
Grades Offered: 09-12
2017-2018

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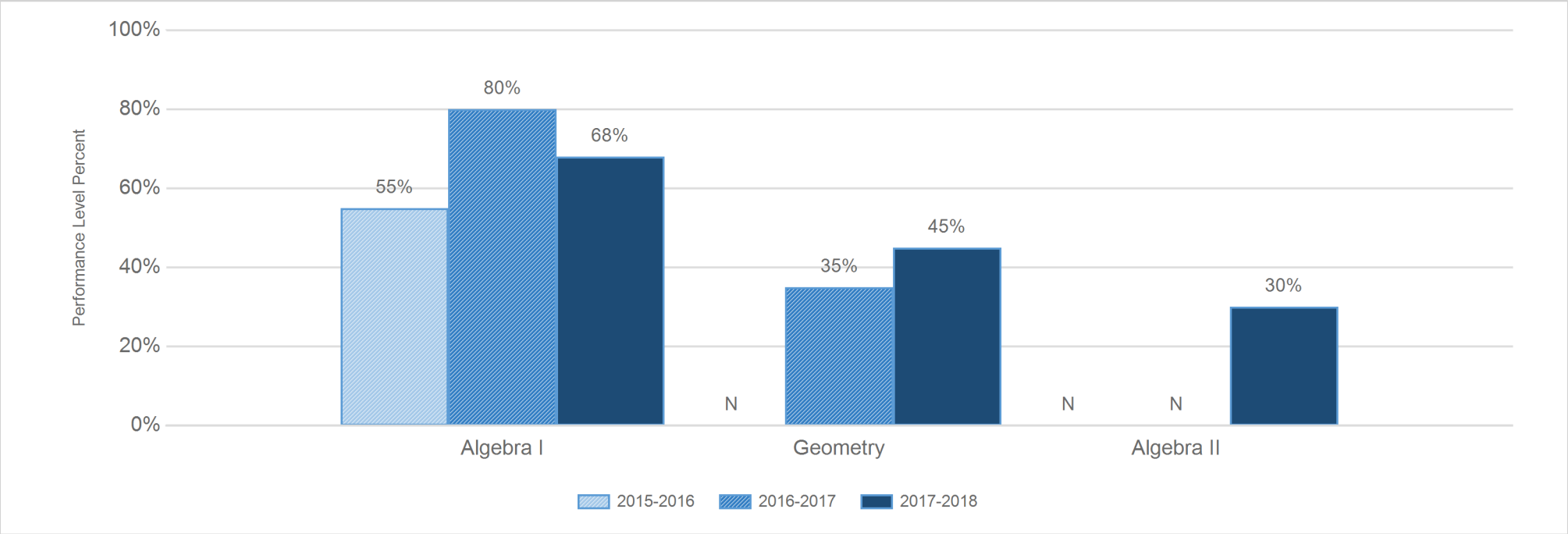
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	N	72.2%
12th graders taking ACT in 2017-18 or prior years	N	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	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	504	478	Grade 10: 430 Grade 11: 460	85%	62%
PSAT 10/NMSQT - Math	512	478	Grade 10: 480 Grade 11: 510	65%	42%
SAT - Reading and Writing	*	542	480	*	72%
SAT - Math	*	543	530	*	54%
ACT - Reading	N	24	N	N	62%
ACT - English	N	24	N	N	78%
ACT - Math	N	24	N	N	62%
ACT - Science	N	23	N	N	53%

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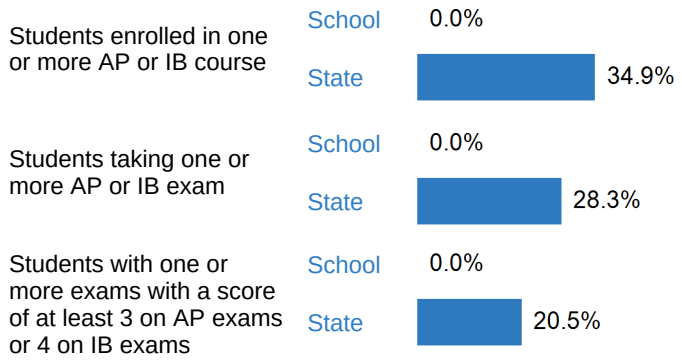
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

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



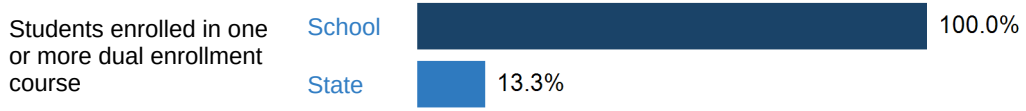
AP/ IB Courses Offered

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
Total Exams taken		0

Dual Enrollment Coursework - Participation

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



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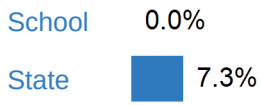
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

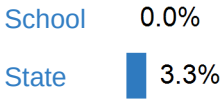


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Science, Technology, Engineering & Mathematics	87		
Total (All Clusters)	87	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	31	0	0	0	0	0	0
10	0	29	0	0	0	0	0
11	0	0	27	0	0	0	0
12	N	N	N	N	N	N	N
Total	31	29	27	0	0	0	0
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	31	0
10	0	29	0	0	0	0
11	27	0	0	0	0	0
12	N	N	N	N	N	N
Total	27	29	0	0	31	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	29	0	0	0	0

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

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	31	0	0	0	0
10	0	29	0	0	0	0
11	0	27	0	0	0	5
12	N	N	N	N	N	N
Total	0	87	0	0	0	5
Enrolled in AP/IB Course	0	0	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	0	0	0	0	0	31	0
10	0	0	0	0	0	24	0
11	N	N	N	N	N	N	N
12	N	N	N	N	N	N	N
Total	0	0	0	0	0	55	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	31	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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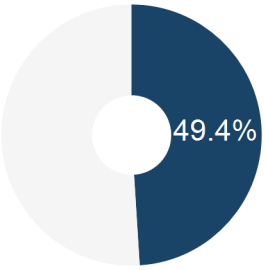
Visual and Performing Arts – Course Participation

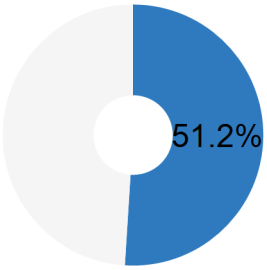
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

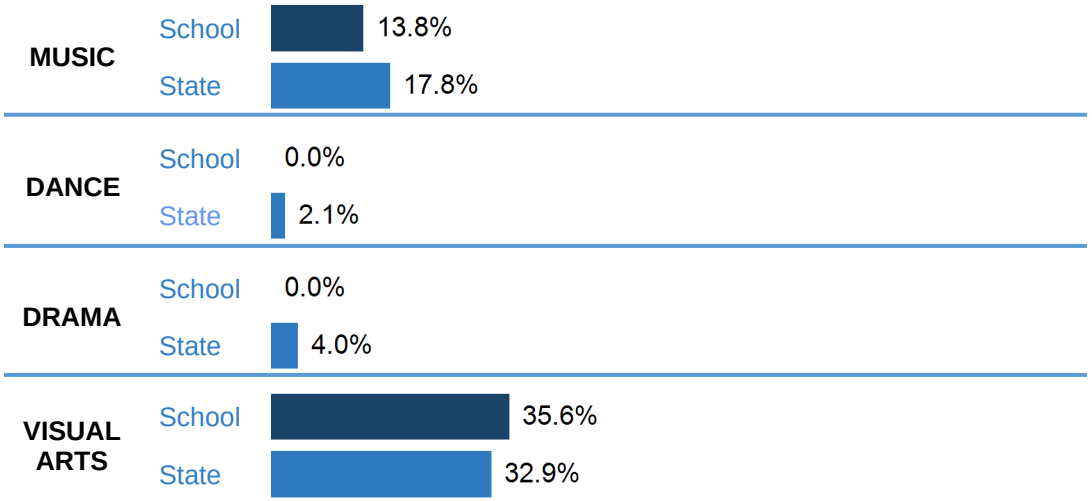


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	N	90.9%	N	92.4%	N	N	N	N	N	N
White	N	95.0%	N	95.7%	N	N	N	N	N	N
Hispanic	N	84.8%	N	87.3%	N	N	N	N	N	N
Black or African American	N	84.2%	N	86.8%	N	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	N	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	N	84.6%	N	87.0%	N	N	N	N	N	N
Students with Disabilities	N	80.1%	N	83.5%	N	N	N	N	N	N
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	N	N
Substitute Competency Test	N	N
Portfolio Appeals Process	N	N
Alternate Requirements specified in IEP	N	N
Unknown	N	N

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	N	-
2017	N	N
2016	N	N

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8	27.6	72.4
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

APPLIED TECHNOLOGY HIGH SCHOOL
(03-0290-300)
Grades Offered: 09-12
2017-2018

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

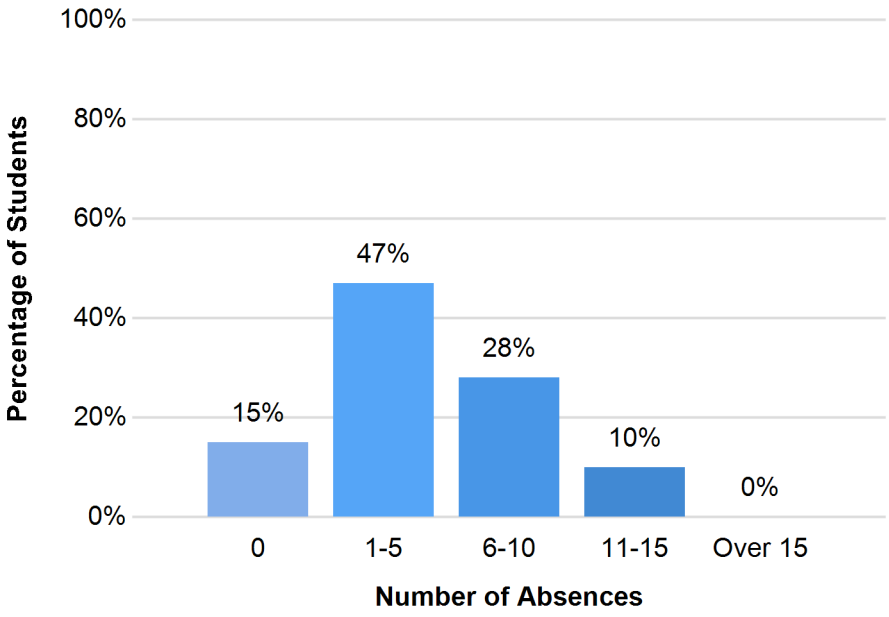
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	0	0	14.9	Met
White	0	0	14.9	Met
Hispanic	0	0	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

Days Absent

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



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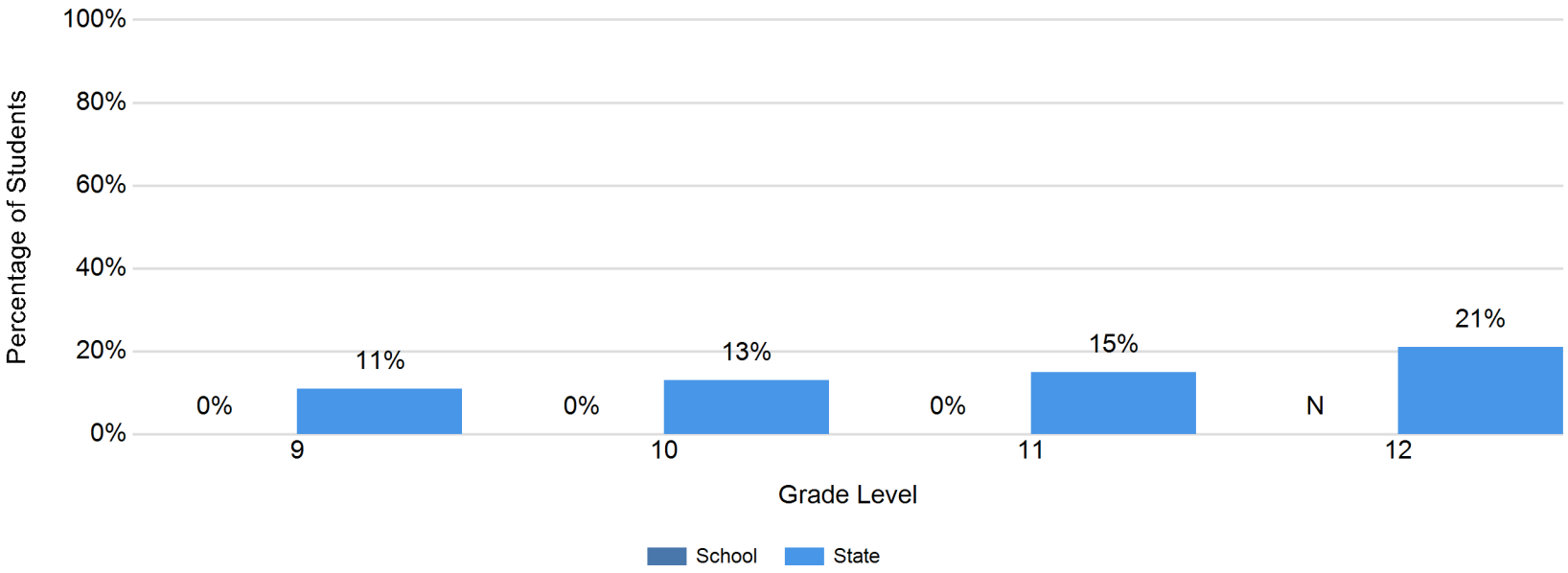
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	2.30

Police Notifications

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

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

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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	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. 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	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$712	$24,969	$25,681

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	5	117,464
Average years experience in public schools	5.0	12.0
Average years experience in district	4.0	10.7
Teachers in district for 4 or more years	20.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	95.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	10:1
Students to Administrators	87:1	103:1
Teachers to Administrators	5:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		757:1
Students to Counselors		162:1
Students to Child Study Team		252:1

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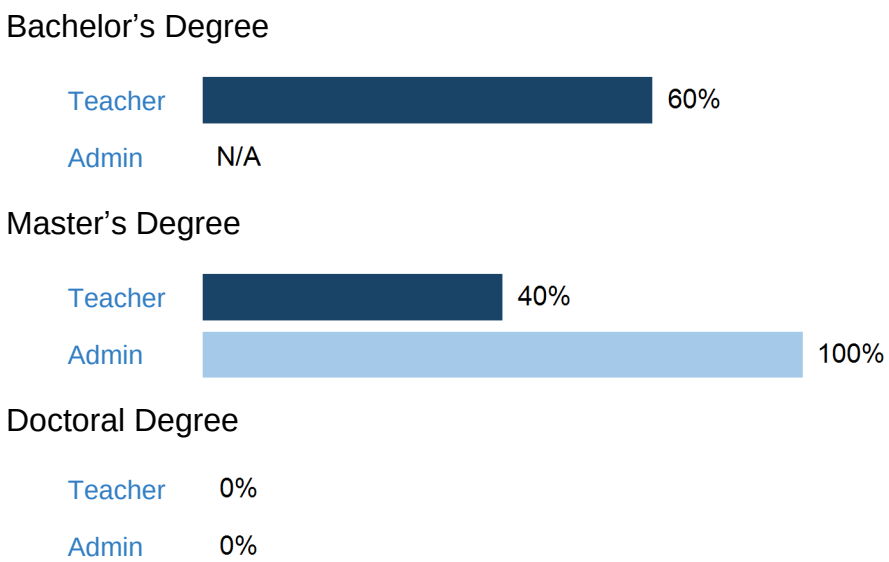
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.2%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	93.8%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	20.0%	100.0%
Male	80.0%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
N	N	N

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

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

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

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School Narrative

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

Highlights:	• Hands-on, real-world technical projects are an integral part of the ATHS curriculum. • Dual Enrollment courses provide students up to 24 college credits upon graduation. • Students compete on 20 sports teams with students from all Bergen Tech campuses.
Mission, Vision, Theme:	The Bergen County Technical High School mission is to provide a comprehensive education that develops students as individuals while preparing them for life-long learning and a career as active participants in a global community. ATHS provide students a unique educational experience through a blend of academic high school curriculum, college classes, and hands-on technical training in partnership with industry professionals and postsecondary institutions.

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Courses, Curriculum, Instruction:	ATHS offers students Dual Enrollment courses taught by Bergen Community College professors, enabling students to earn between 24-30 college credits upon graduation from high school. Students may transfer credits toward an AAS or AS degree at BCC, or to a four-year postsecondary institution.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls) Recognitions for school year 2016-17 for Bergen County Technical Schools teams include: FALL: Girls Tennis—NJSIAA State Sectional Champions, Boys Soccer—NJTAC Champions. WINTER: Fencing—NJSIAA Overall State Champions, BPFL Champions, BCWCA Champions; Girls Bowling—NJSIAA State Sectional Champions, Liberty Division Champions, NJTAC Champions. SPRING: Girls Golf, Boys Tennis, and Boys Golf—Big North Liberty Division Champions; Boys Volleyball—Big North Liberty Division Co-Champions.
Clubs and Activities:	ATHS clubs include Student Newspaper, Student Council, Music, LASR, Web Design, and Homework Clubs. Students compete in the Bergen County Teen Arts Festival, and perform in the district-wide Music Night. Our students have volunteered with Mahwah Environmental Volunteer Organization, and organize campus fundraisers for various charities. Co-curricular activities include hands-on projects that involve building drones and robotic implements.

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Before and After School Programs:	Project LEADS is an after-school civics engagement program in partnership with Bergen County that enables students to learn about programs across various sectors of the county. Currently, students are concentrating on environmental programs. They are tasked with proposing improvements to current policies and procedures. Entrance into a senior-year Public Policy class will be offered to students based upon their proposals and the quality of their research and presentations.
Staff and Professional Learning:	Applied Technology High School faculty members are surveyed for input into professional development goals. PD seminars have covered topics such as unit lesson plans, stress reduction and management techniques, Small Learning Communities, and instruction on Atlas, our teacher/parent portal. Our staff members also engage in professional development opportunities offered by organizations and postsecondary institutions whose workshops and seminars support ATHS curriculum goals.
Postsecondary Information:	Applied Technology High School is in its third year of operation; we will graduate our first class in 2019. Students are provided services such as workplace externships, senior internships, college visits, assistance with the college application process including SAT and financial aid preparation, and access to our yearly College Fair.

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Student Supports and Services:	English Language Learners are provided onsite ESL services; students with disabilities are provided services per IEP/504 Plan requirements. Tutoring and extra help are offered during and after the school day. The District's Wellness Program hosts workshops for parents and students on topics including stress management, time-management skills, positive self-image, and relaxation techniques. Intervention and referral services are handled by our Student Assistance Counselors.
Student Health and Wellness:	The Bergen County Technical School District operates a Wellness Program for all students. The program promotes behavioral and physical health awareness in conjunction with the physical education department and Student Assistance Counselors. ATHS students participate in phys ed classes and have access to outdoor space for activities during recess period. Dual Enrollment college phys ed classes offer courses such as Nutrition, Dynamics of Health, and Contemporary Health Issues.
Parent and Community Involvement:	Parents of Applied Technology HS students maintain an active PTO, and are involved in sponsoring events and outings, as well as serving on the school's advisory board with industry partners and postsecondary institutions. Workshops/information sessions are offered to parents several times each school year on topics ranging from college preparation to stress-management; informal Parent/Principal meetings take place yearly. The PTO hosts dinners and informal gatherings for the school community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate team comprises administrative, faculty, parent, and student representatives. The survey is sent out yearly to all administrators, teachers, parents, and students. Upon completion, the information is tallied and any areas in need of improvement are identified. A plan of action is then developed to address areas of concern and propose and institute remedial action.
Facilities:	Applied Technology High School is located in a newly-renovated, air-conditioned building on the Bergen Community College Paramus campus, complete with an Innovation lab, cafeteria, nurse's office, and administrative suite. Students have access to the college's gymnasium, library, and Science and Technology labs. Students choosing an art elective have access to the college's art studios. Students also have the opportunity to participate in the college's theatre performances.

NJ SCHOOL PERFORMANCE REPORT

APPLIED TECHNOLOGY HIGH SCHOOL
(03-0290-300)
Grades Offered: 09-12
2017-2018

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

School Narrative

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

Other Information:	As a Career and Technical Education program, a vital component of our high school program is the creation of partnerships with postsecondary educational institutions and the business sector. These alliances provide students hands-on, real-world experiences that connect their academic and technical studies with future professional applications, and enable our students to earn college credits through dual-enrollment courses. Our students have had opportunities to participate in hands-on technical projects with Stryker Orthopaedics and the Enable Community Foundation, among many other projects offered by our partners. Stryker Orthopaedics provided our freshman students a collaborative engineering challenge dubbed the Rover Design Project, in which students were tasked with constructing a 6-wheeled, skid steer rover, and designing and producing a mounting fixture for a board camera and 5.8GHz analog video transmitter that allowed remote operation of the rover. Students were presented a novel project by Enable Community Foundation: learning the principles of 3D design using Tinkercad as part of the process of designing an ECF hand. The Enable Community Foundation is a non-profit corporation created to deploy innovations for people with limb differences. The 30 students who participated in this first lesson produced two completed hands and six that were completed by the Foundation. Our postsecondary partners provide advice on curriculum choices as well as afford students a wide choice of dual enrollment courses. Through these unique program features, we seek to offer our students a multiple of pathways after graduation that include completion of an A.S. or A.A.S. degree at Bergen Community College, application to a four-year college or university, entrance directly into the workforce, or a combination of academic and/or technical education and employment.