NJ SCHOOL PERFORMANCE REPORT

BERGEN COUNTY TECHNICAL HIGH SCHOOL - PARAMUS
(03-0290-030)
Grades Offered: 09-12
2017-2018

Report Key:
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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	MRS. TERRIZZI
Address	E.285 PASCACK ROAD PARAMUS, NJ 07652-4237
Phone Number	(201)343-6000
Email Address	CARTER@BERGEN.ORG
Website	http://www.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	70	78	82
10	80	77	79
11	71	75	74
12	82	69	72
Total	303	299	307

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	43.0%	39.2%	38.1%
Male	57.0%	60.8%	61.9%
Economically Disadvantaged Students	36.9%	30.2%	30.3%
Students with Disabilities	99.7%	99.7%	100.0%
English Learners	8.9%	9.0%	5.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	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	55.0%	53.1%	48.5%
Hispanic	33.3%	35.8%	40.4%
Black or African American	9.4%	8.4%	8.1%
Asian	1.7%	1.3%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	0.7%	1.0%	0.7%

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	300	298	307
Shared Time Students	4	1	0
Full Time Equivalent	302	299	307

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	90.9%
Spanish	5.2%
Polish	1.3%
Other Languages	2.6%

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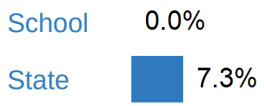
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

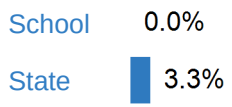


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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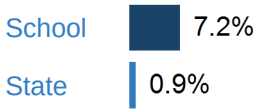
Industry-Valued Credentials

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



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	37		
Architecture & Construction	32	11	11
Arts, AV Technology & Communications	40		
Health Science	25		
Hospitality & Tourism	51	*	*
Human Services	30		
Information Technology	47		
Transportation, Distribution & Logistics	43	*	*
Total (All Clusters)	305	25	25

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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.

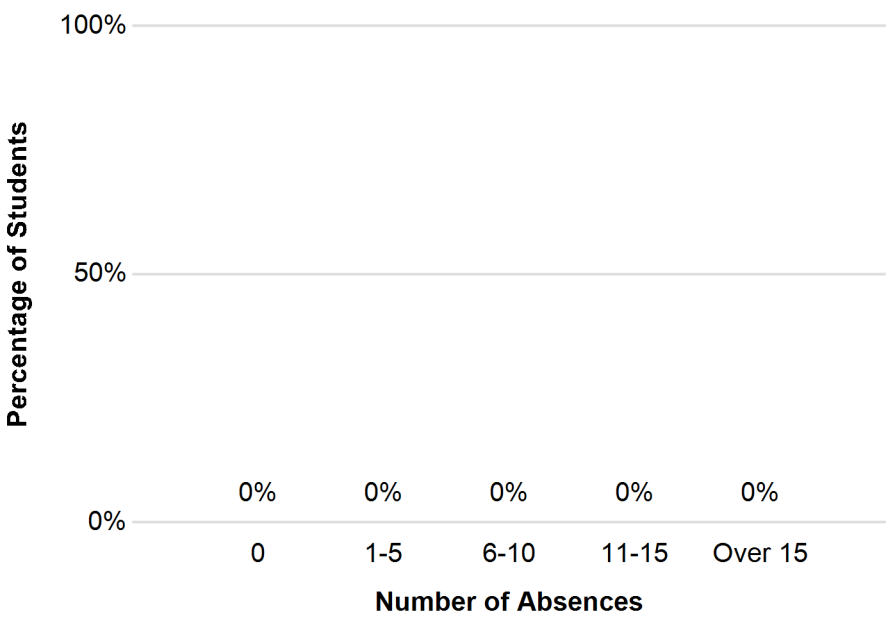
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
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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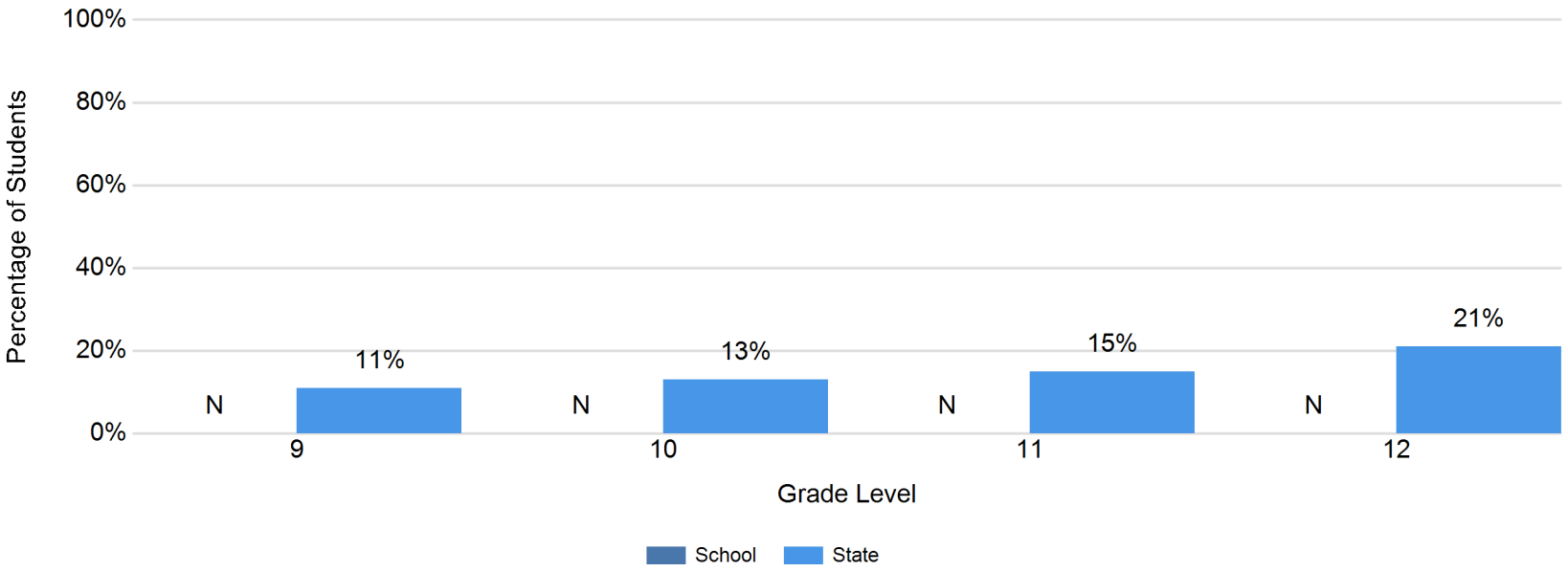
Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	3.58

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	2
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	4	4
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	22	7.2%
Out-of-School Suspensions	10	3.3%
Any Suspension	28	9.1%
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
22

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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	8:00 AM
Typical End Time	3:00 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	3.9:1

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	53	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	9.5	10.7
Teachers in district for 4 or more years	69.8%	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	6:1	10:1
Students to Administrators	102:1	103:1
Teachers to Administrators	18:1	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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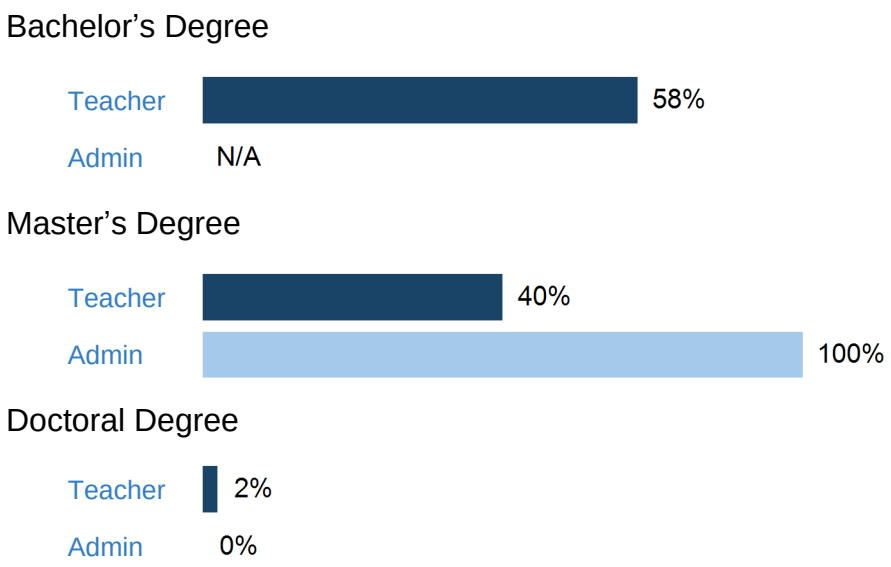
Teachers and Administrators - Level of Education

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	92.8%

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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	62.3%	33.3%
Male	37.7%	66.7%
White	94.3%	100.0%
Hispanic	3.8%	0.0%
Black or African American	0.0%	0.0%
Asian	1.9%	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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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:	• Bergen Tech opened a state of the art makerspace • The Green Building Trades Program was highlighted in a national tool catalog • Bergen Tech sent competitors to the National Skills USA competition for the fourth straight year
Mission, Vision, Theme:	Bergen County Technical High School subscribes to the Pathways to Prosperity program. The initiative's mission is to provide students rigorous academic/career pathways, which are linked to economic and labor market needs and trends. These pathways must: Have multiple entry and exit points in education, Transition seamlessly from secondary to postsecondary, allowing for college credit and industry certifications in high school, Encourage/support active industry involvement in student learning.
Awards, Recognition, Accomplishments:	Bergen County Technical High School sent students to the National Skills USA competition for the fourth straight year. The Green Building Trades program will be featured in the Harbor Freight catalog in a piece entitled Saluting Excellence in Skilled Trades Education.

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Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Football (Coed), 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) This past year Girls Fensing won the overall state championship. Girls Tennis won the group four, north one sectional championship. Girls Tennis won the Big North Championship. Boys Soccer was the NJCAT tournament champions.
Clubs and Activities:	Bergen Tech is proud to offer 15 afterschool clubs. The school also offers extra curricular organization membership including National Honor Society, Skills USA, Sources of Strength, and Peer Leaders.

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Staff and Professional Learning:	Bergen County Technical High School relies on its staff to drive school improvement. Staff reguarly participate in professional learning communities focused on updating curriculum, engaging with new teaching technology, character education, school safety, and school climate. The collaborative decision making culture allows staff to be empowered to better students' education.
Postsecondary Information:	Students follow post-secondary pathways to two and four year college, trade school, military enlistment, and entry directly into the workforce. In order to support these pathways Bergen Tech offers early college options, SAT and Accuplacer coaching, and the opportunity to achieve several industry standard certifications.

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Student Supports and Services:	A large child study team composed of social workers, psychologists, and learning consultants, service students are Bergen Tech. In addition to case managers and school counselors, students that require speech, ESL, and academic interventions are supported by certified staff.
Student Health and Wellness:	Physical education and health classes are taylored to student needs. Each day students have an opportunity to choose the types of activities in which they participate. Wellness is also promoted at a multi-day, school-wide student health fair.
Parent and Community Involvement:	Parent and community organization partnerships are crucial to Bergen Tech's success. The school is associated with a large parent partnerhsip organization as well as industry supported advisory boards in each technical area. In addition, the school works with organizations such as Kaboom and Habitat for Humanity to give back to the community.

NJ SCHOOL PERFORMANCE REPORT

BERGEN COUNTY TECHNICAL HIGH SCHOOL - PARAMUS
(03-0290-030)
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

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year the school asks stakeholders to participate in a school climate survey.
Facilities:	The current facility for Bergen County Technical High School, Paramus opened in 1974. Since then the building has undergone several renovations and additions, including a recently constructed new gym which was completed in 2012.

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Other Information:	Bergen County Technical High School, Paramus is a public magnet school of choice. Students from each of the 70 municipalities in Bergen County are eligible to apply for entrance. Students choose one of eleven technical trades in their application. These trades include: Automotive Technology, Automotive Collision Repair, Cosmetology, Culinary/Pastry Arts, Green Building Trades, Healthcare Occupations, Information Technology, Landscape Design, Skin Care, Veterinary Technician Assistant/Animal Care, and Visual and Graphic Design. Each student completes their state mandated academic requirements in addition to learning a specific trade. Bergen Tech has a traditional school day for full time students. Most days have nine, 41 minute periods. The school day starts at 8:00 am and runs through 2:56 pm. Students and staff use state of technology in all their classrooms. Each student in the school has access to mobile technology in every academic class. Technical classrooms boast top of the line, industry standard machines and equipment. Bergen County Technical High School, Paramus has always been at the forefront of safety procedures. The school was the first in the state to pilot and incorporate "safety badges" for all staff that allow communication directly with emergency services. In addition, the school was one of the first in the state to have the entire staff trained in emergency response techniques.