NJ SCHOOL PERFORMANCE REPORT

SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
(31-4010-307)
Grades Offered: 09-12
2017-2018

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

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	PASSAIC
District	PATERSON CITY
Principal Name	MR. EVERING
Address	61-127 PREAKNESS AVENUE PATERSON, NJ 07502
Phone Number	(973)321-0500
Email Address	DEVERING@PATERSON.K12.NJ.US
Website	https://act-pps-nj.schoolloop.com/

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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	147	144	148
10	129	144	150
11	134	132	132
12	106	124	118
Total	516	544	548

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	22.1%	23.0%	26.1%
Male	77.9%	77.0%	73.9%
Economically Disadvantaged Students	61.2%	72.4%	73.0%
Students with Disabilities	20.2%	19.3%	21.4%
English Learners	18.2%	22.2%	24.1%
Homeless Students		0.9%	0.2%
Students in Foster Care		0.4%	0.4%
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	5.2%	7.5%	5.3%
Hispanic	70.3%	70.2%	75.7%
Black or African American	18.8%	17.6%	16.8%
Asian	4.8%	4.4%	2.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	516	544	548
Shared Time Students	0	0	0
Full Time Equivalent	516	544	548

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
Spanish	52.6%
English	41.4%
Arabic	4.2%
Bengali	1.3%
Other Languages	0.5%

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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	251	89.1	*	29.3	56.7	*	10	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	198	90.0	*	28.4	42.5	*	10.3	Not Met
Black or African American	33	83.3	*	24.4	37.3	*	4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	76	89.0	*	35.4	64.5	*		
Male	175	89.2	*	23.4	49.4	*		
Economically Disadvantaged Students	180	89.7	*	29.4	38.5	*	10	Not Met
Non-Economically Disadvantaged Students	71	87.9	*	28.7	67.5	*		
Students with Disabilities	48	83.1	*	10.0	21.6	*	4	Met Target†
Students without Disabilities	203	90.6	*	32.9	63.9	*		
English Learners	88	95.9	*	16.7	27.3	*	4	Not Met
Non-English Learners	163	85.8	*	34.4	59.4	*		
Homeless Students	*	*	*	20.7	27.7	*		
Students In Foster Care	N	N	N	28.2	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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	134	699	712	752	*	*	*	*	*	*	55%
White	*	*	710	760	*	*	*	*	*	*	64%
Hispanic	105	700	*	735	*	*	*	*	*	*	38%
Black or African American	20	689	717	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	721	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	44	704	*	759	*	*	*	*	*	*	63%
Male	90	696	*	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	99	700	712	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	35	695	713	761	*	*	*	*	*	*	65%
Students with Disabilities	29	695	692	716	*	*	*	*	*	*	15%
Students without Disabilities	105	700	716	758	*	*	*	*	*	*	62%
English Learners	24	682	684	691	*	*	*	*	*	*	*
Non-English Learners	110	702	721	755	*	*	*	*	*	*	*
Homeless Students	N	N	690	720	N	N	N	N	N	N	22%
Students in Foster Care	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	128	686	707	749	*	*	*	*	*	*	51%
White	*	*	706	756	*	*	*	*	*	*	58%
Hispanic	101	688	708	733	*	*	*	*	*	*	38%
Black or African American	15	688	701	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	724	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	37	698	*	759	*	*	*	*	*	*	60%
Male	91	682	*	739	*	*	*	*	*	*	42%
Economically Disadvantaged Students	83	687	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	45	686	*	758	*	*	*	*	*	*	59%
Students with Disabilities	20	684	680	707	*	*	*	*	*	*	15%
Students without Disabilities	108	687	711	756	*	*	*	*	*	*	57%
English Learners	45	669	677	684	*	*	*	*	*	*	*
Non-English Learners	83	696	716	752	*	*	*	*	*	*	*
Homeless Students	*	*	713	718	*	*	*	*	*	*	23%
Students in Foster Care	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	111	687	713	736	*	*	*	*	*	*	39%
White	*	*	718	737	*	*	*	*	*	*	41%
Hispanic	87	686	712	731	*	*	*	*	*	*	35%
Black or African American	18	691	713	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	721	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	21	700	723	745	*	*	*	*	*	*	48%
Male	90	684	704	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	85	689	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	26	682	713	739	*	*	*	*	*	*	42%
Students with Disabilities	16	679	690	708	*	*	*	*	*	*	13%
Students without Disabilities	95	688	717	742	*	*	*	*	*	*	44%
English Learners	31	680	692	702	*	*	*	*	*	*	*
Non-English Learners	80	690	718	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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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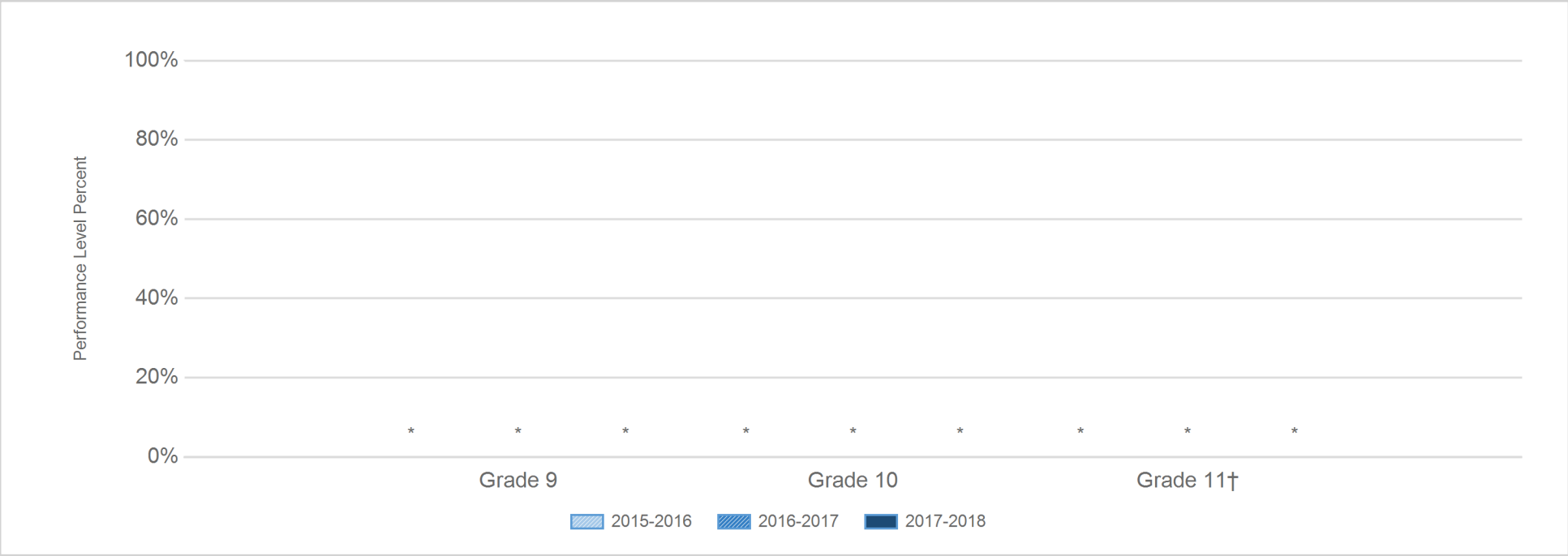
English Language Arts/Literacy Assessment - Performance Trends

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

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the 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	241	85.3	*	19.0	45.0	*	8.4	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	192	87.5	*	18.0	29.2	*	4.5	Not Met
Black or African American	31	75.6	*	13.2	23.4	*	4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	73	85.7	*	19.5	46.0	*		
Male	168	85.2	*	18.4	43.9	*		
Economically Disadvantaged Students	176	86.9	*	19.3	26.6	*	8.4	Not Met
Non-Economically Disadvantaged Students	65	81.9	*	17.7	55.9	*		
Students with Disabilities	49	83.3	*	*	17.1	*	4	Not Met
Students without Disabilities	192	85.8	*	*	50.5	*		
English Learners	83	91.9	*	12.8	24.6	*	5.1	Not Met
Non-English Learners	158	82.1	*	21.6	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	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	134	702	719	746	*	*	*	*	*	*	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	103	705	718	730	*	*	*	*	*	*	27%
Black or African American	21	694	713	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	738	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	40	707	723	748	*	*	*	*	*	*	48%
Male	94	700	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	97	701	720	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	37	704	718	756	*	*	*	*	*	*	57%
Students with Disabilities	31	698	697	716	*	*	*	*	*	*	13%
Students without Disabilities	103	703	723	752	*	*	*	*	*	*	52%
English Learners	36	703	704	710	*	*	*	*	*	*	*
Non-English Learners	98	702	724	749	*	*	*	*	*	*	*
Homeless Students	N	N	705	718	N	N	N	N	N	N	16%
Students in Foster Care	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	143	710	711	735	*	*	*	*	*	*	30%
White	*	*	712	740	*	*	*	*	*	*	37%
Hispanic	119	711	711	723	*	*	*	*	*	*	14%
Black or African American	14	708	708	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	717	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	42	709	*	736	*	*	*	*	*	*	30%
Male	101	711	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	98	712	711	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	45	706	710	741	*	*	*	*	*	*	38%
Students with Disabilities	22	702	704	713	*	*	*	*	*	*	*
Students without Disabilities	121	712	712	738	*	*	*	*	*	*	*
English Learners	46	706	705	711	*	*	*	*	*	*	*
Non-English Learners	97	712	712	736	*	*	*	*	*	*	*
Homeless Students	*	*	712	718	*	*	*	*	*	*	*
Students in Foster Care	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	90	677	693	727	*	*	*	*	*	*	30%
White	*	*	691	733	*	*	*	*	*	*	35%
Hispanic	68	679	692	710	*	*	*	*	*	*	14%
Black or African American	16	671	691	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	711	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	14	678	695	728	*	*	*	*	*	*	30%
Male	76	677	690	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	64	678	693	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	26	676	693	736	*	*	*	*	*	*	37%
Students with Disabilities	14	665	678	693	*	*	*	*	*	*	*
Students without Disabilities	76	679	695	732	*	*	*	*	*	*	*
English Learners	19	680	681	691	*	*	*	*	*	*	*
Non-English Learners	71	676	695	729	*	*	*	*	*	*	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
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

SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
(31-4010-307)
Grades Offered: 09-12
2017-2018

Report Key:
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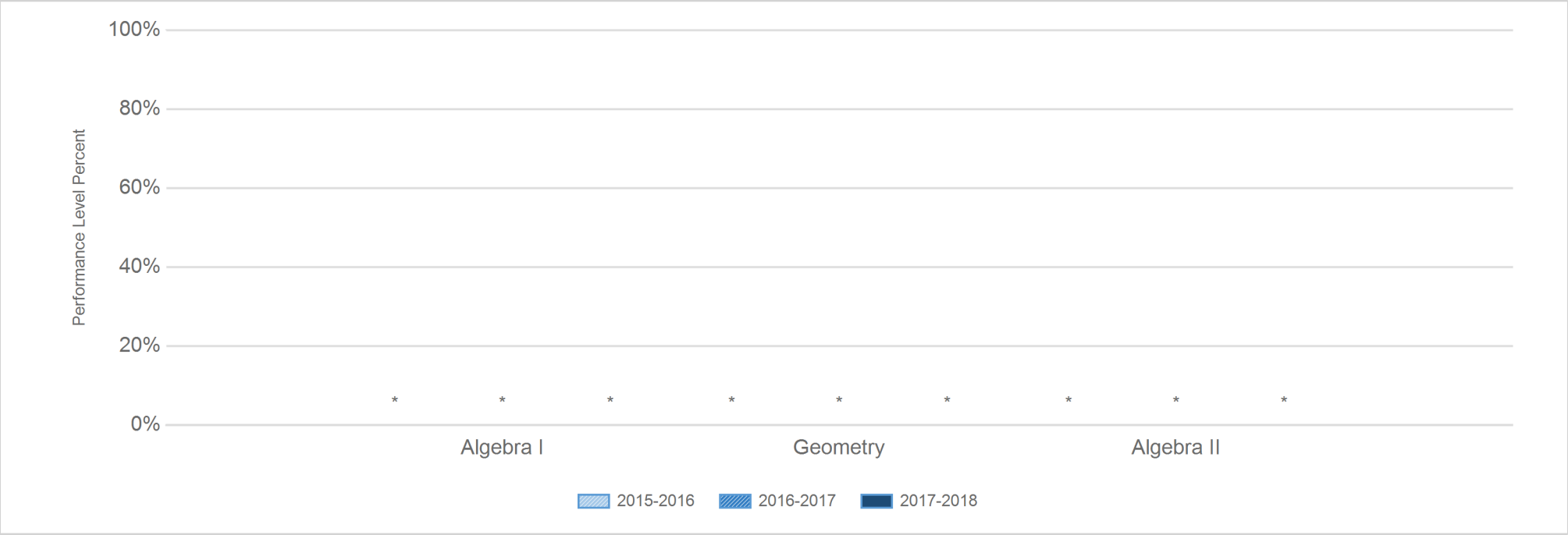
† This indicates a table specific note,see note below table

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	21.7%	46.8%	Not Met

† 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	67	*	*
3-4	48	*	*
5 or more	13	*	*

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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	90.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	33.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	364	478	Grade 10: 430 Grade 11: 460	*	62%
PSAT 10/NMSQT - Math	362	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	427	542	480	18%	72%
SAT - Math	411	543	530	10%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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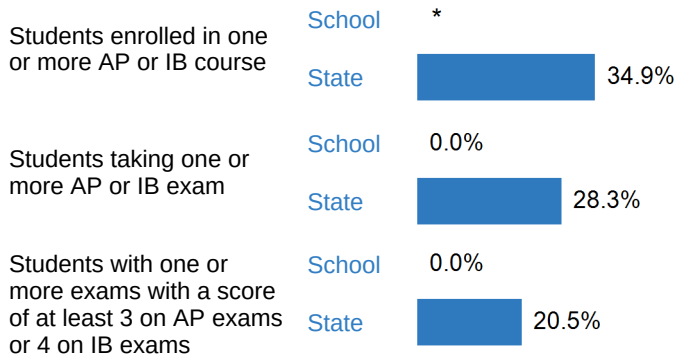
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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



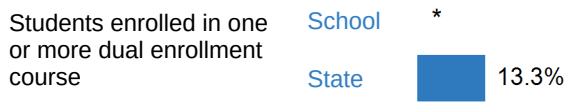
AP/ IB Courses Offered

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
AP Calculus AB	2	0
AP Chemistry	3	0
AP English Language and Composition	1	0
AP English Literature and Composition	2	0
Total Exams taken		0
Exams with scores of at least 3 on AP exams or 4 on IB exams		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
Information Technology	*		
Total (All Clusters)	*	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	151	14	0	0	0	0	0
10	19	150	8	0	0	0	0
11	11	41	108	3	0	0	0
12	4	8	42	13	3	0	42
Total	185	213	158	16	3	0	42
Enrolled in AP/IB Course					2	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	1	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	3	0	0	160	0	0
10	10	140	0	25	0	9
11	15	10	0	124	0	10
12	9	28	0	40	0	6
Total	37	178	0	349	0	25
Enrolled in AP/IB Course	0	3		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	156	8	0	0	0	0
10	18	159	2	0	0	0
11	18	139	6	0	11	0
12	7	38	117	0	13	0
Total	199	344	125	0	24	0
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	25	20	0	0	0	0	1
10	122	5	0	0	0	0	11
11	86	3	0	0	0	0	2
12	27	0	0	0	0	0	4
Total	260	28	0	0	0	0	18
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	75	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
Spanish	*
Total	*

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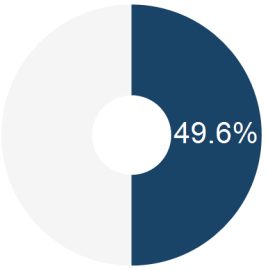
Visual and Performing Arts – Course Participation

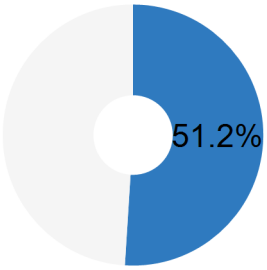
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

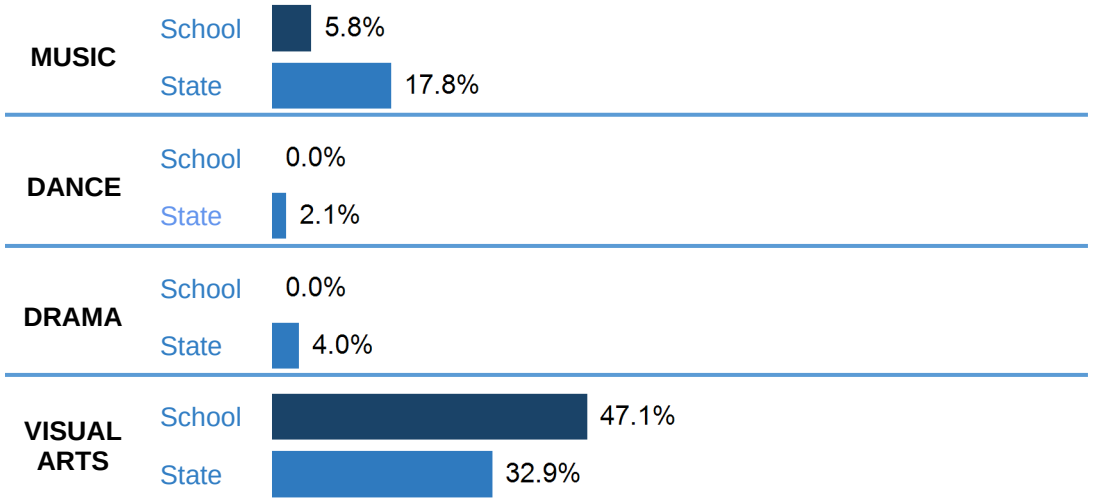


School



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	81.7%	90.9%	80.1%	92.4%	79.6%	79.8%	Not Met	81.3%	78.8%	Met Target
White	*	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	81.9%	84.8%	82.8%	87.3%	82.8%	77.0%	Met Target	80.9%	73.0%	Met Target
Black or African American	73.1%	84.2%	78.3%	86.8%	75.0%	88.2%	Not Met	86.4%	95.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	84.6%	97.7%	84.6%	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	*	84.6%	79.6%	87.0%	78.9%	80.7%	Not Met	78.7%	76.6%	Met Target
Students with Disabilities	79.5%	80.1%	50.0%	83.5%	48.0%	85.5%	Not Met	70.8%	67.5%	Met Target
English Learners	84.4%	75.8%	85.4%	81.8%	85.4%	76.5%	Met Target	81.1%	72.2%	Met Target
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	11.2%	7.5%
Substitute Competency Test	21.5%	23.4%
Portfolio Appeals Process	36.4%	37.4%
Alternate Requirements specified in IEP	30.8%	31.8%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	81.7%	-
2017	79.6%	80.1%
2016	81.3%	81.3%

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	6.2%	1.2%
2016-2017	2.4%	1.1%
2015-2016	3.7%	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	42.1%	68.9%	31.1%
White	*	*	*
Hispanic	42.1%	68.8%	31.3%
Black or African American	40.9%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	44.7%	61.8%	38.2%
Students with Disabilities	39.4%	100%	0%
English Learners	40%	100%	0%

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	59%	58%	42%	84.1%	15.9%	95.7%	4.3%
White	*	*	*	*	*	*	*
Hispanic	55.4%	63%	37%	78.3%	21.7%	95.7%	4.3%
Black or African American	52.9%	66.7%	33.3%	88.9%	11.1%	88.9%	11.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	58.8%	53.2%	46.8%	78.7%	21.3%	95.7%	4.3%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	58.8%	90%	10%	90%	10%	100%	0%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL OF ARCHITECTURE AND CONSTRUCTION TRADES
(31-4010-307)
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.

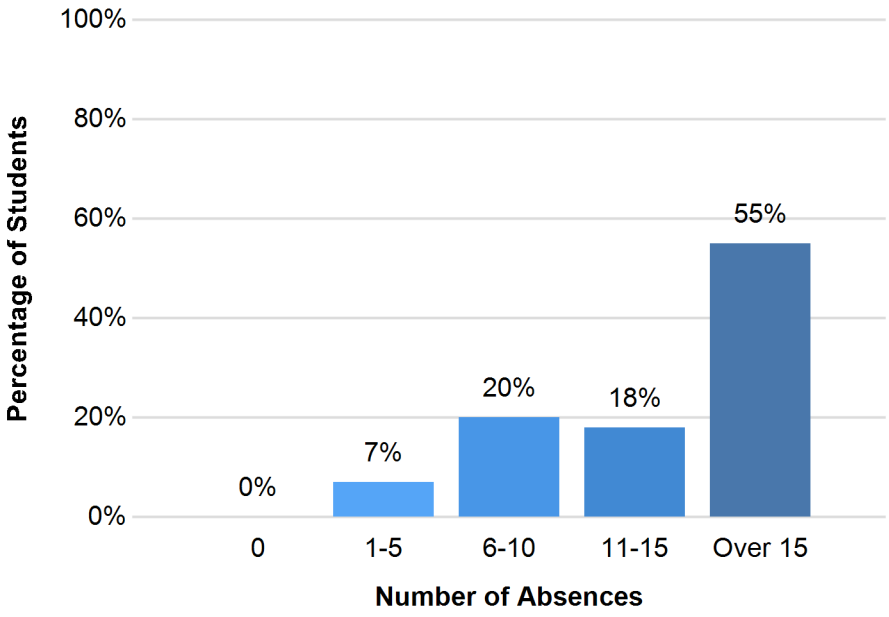
Chronic Absenteeism

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	262	48.2	14.9	Not Met
White	17	60.7	14.9	Not Met
Hispanic	188	45.6	14.9	Not Met
Black or African American	51	55.4	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	50.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	184	46.0	14.9	Not Met
Students with Disabilities	57	48.7	14.9	Not Met
English Learners	50	38.5	14.9	Not Met

Days Absent

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



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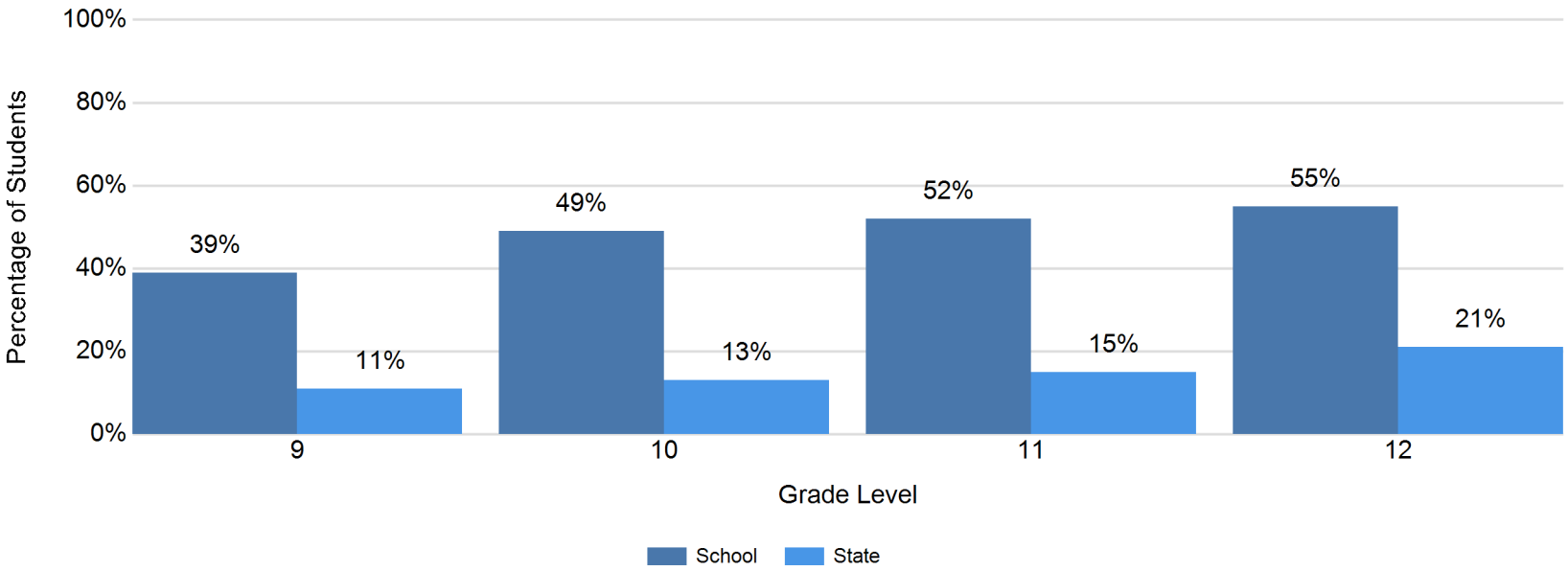
Chronic Absenteeism by Grade

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	4
Weapons	2
Vandalism	1
Substances	20
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	5.84

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	3
Weapons	1
Vandalism	1
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	1	0	1
Religion	1	0	1
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	6	5	11
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	14	2.6%
Any Suspension	16	2.9%
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
120

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
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	1:1

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)	$1,148	$14,616	$15,764

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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	13.4	12.0
Average years experience in district	13.2	10.7
Teachers in district for 4 or more years	77.4%	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	232	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	93.1%	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	10:1	14:1
Students to Administrators	183:1	121:1
Teachers to Administrators	18:1	9:1
Students to Librarians/Media Specialists		1224:1
Students to Nurses		587:1
Students to Counselors		414:1
Students to Child Study Team		303:1

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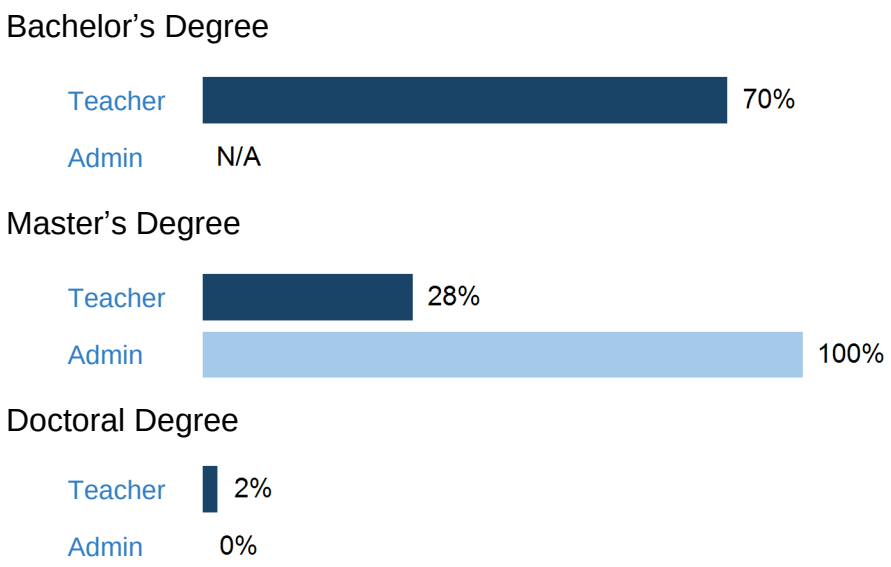
Teachers and Administrators - Level of Education

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	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	86.5%	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	91.5%

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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	50.9%	33.3%
Male	49.1%	66.7%
White	52.8%	33.3%
Hispanic	22.6%	0.0%
Black or African American	20.8%	66.7%
Asian	3.8%	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
Yes	No	Yes

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	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	Yes		
Students with Disabilities	Yes		
English Learners	No		

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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	0.86	15.0%
Mathematics Proficiency	0.86	15.0%
Graduation Rate - 4-Year	10.32	20.0%
Graduation Rate - 5-Year	10.63	20.0%
Progress Towards English Language Proficiency	10.91	20.0%
Chronic Absenteeism	2.87	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	6.92	n/a
Summative Rating: Percentile Rank of Summative Score	2.87	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	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	Yes	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	10.98	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	14.34	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	8.45	8.94	Yes	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	6.85	8.94	Yes	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	33.20	8.94	No	Not Met	Not Met	Met Target	Met Target	**	Not Met	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:	• ACT has positioned itself as a key provider of an Engineering Pathway, offering a sequenced pathway: Intro to Engineering Design, Principles of Engineering and Civil Engineering and Architecture. • Since September 2018, students are able to take an elective course about Drones. In this course, students are able to explore the different uses and needs for Unmanned Aircraft Systems (UAS). • Since 2012 the graduation rate has increased 20.5 percent. The school's administration and teachers work diligently with our students to ensure that they are fully prepared each year to graduate.
Mission, Vision, Theme:	MISSION: The School of Architecture and Construction Trades will nurture academic excellence for all students. Students will be equipped with skills to meet the rigor and challenges of the 21st century and post-secondary institutions. VISION: The vision of the School of Architecture and Construction Trades is to prepare students for post-secondary education while providing vocational skills and experiences that respond to 21st century workforce needs. Students will be engaged with interdisciplinary thematic courses that will foster the intellectual and creative development necessary for success in their chosen post graduation endeavors
Awards, Recognition, Accomplishments:	ACT has joined with the Automotive union to offer an Apprenticeship program in auto mechanic for students who meet the requirements. During the past two years, ACT has students who met the eligibility. The sponsorship provides $12,000.00/year in addition to earning a wage while working alongside a union mechanic. Also, one recognizes the success of the school's Engineering program. Graduating engineering students have continued their engineering studies at different universities, including Rutgers.

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Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Paterson Public Schools offers a wide variety of sports to boys and girls in the district. In addition, there are Interscholastic (High School) sports, coed middle school soccer program, a recreation coed basketball and cheer program also provided for all students in grades 5-8
Clubs and Activities:	There are currently 22 active members in our school's Honor Society (NHS). This organization was established to recognize outstanding high school students. The NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership and character.

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Before and After School Programs:	Grade 9-12 students participate in the 21st Century Compete for Life after school program. This program is operated by New Jersey Community Development Corporation (NJCDC).
Staff and Professional Learning:	The teachers at the School of Architecture and Construction Trades (ACT) work as a team to enhance student learning and to create a school environment where teachers are supported and encouraged to grow professionally.

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Climate Surveys:	Teachers, students and parents did the climate survey to ascertain their perspectives about the climate and culture of the school. Their responses influenced changes and continuation of current strategies
Facilities:	Year constructed: 1963, 53yrs old, 320,000sqft. Renovation: Guard Booths prep work complete. Installation completion Spring 2019 pending funding. JFK HS has a science lab

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† 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:	The School of Architecture and Construction Trades has an active and highly functional Student Government Association (SGA). This association exists to empower the student body in the following ways: Promote and foster student leadership. Enhance student experience through support and to devise policies that promote student interests, needs and welfare. Create a functional link between students, faculty and administration. Promote a proud tradition of academic excellence. Advocate for student respect and a positive learning environment. Celebrate and respect individual differences.