



Bogota Jr./Sr. High School  
(03-0440-020)  
Grades Offered: 07-12  
2018-2019

**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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Bogota Public School District
Principal Name	Ms. Kelly DeCongelio
Address	2 HENRY C LUTHIN PLACE BOGOTA, NJ 07603
Phone Number	201-441-4808
Email Address	<a href="mailto:kdecongelio@bogotaboe.com">kdecongelio@bogotaboe.com</a>
Website	<a href="https://www.bogotaboe.com">https://www.bogotaboe.com</a>
Twitter	<a href="https://www.BogotaHigh">https://www.BogotaHigh</a>



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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
7	95	86	79
8	82	100	82
9	83	82	98
10	92	82	82
11	77	97	78
12	86	74	97
Total	515	521	516

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	44.8%	46.8%	46.3%
Male	55.2%	53.2%	53.7%
Economically Disadvantaged Students	47.3%	51.1%	47.7%
Students with Disabilities	15.4%	15.7%	15.3%
English Learners	4.1%	3.8%	4.7%
Homeless Students	0.6%	0.0%	0.6%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.4%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	19.8%	39.9%	32.9%
Hispanic	63.1%	48.8%	52.3%
Black or African American	8.3%	6.3%	7.6%
Asian	7.0%	4.0%	5.6%
Native Hawaiian or Pacific Islander	1.2%	1.0%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.6%	0.0%	0.2%

**Enrollment Trends by Full and Shared Time Status**

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	514	521	516
Shared Time Students	2	0	0
Full Time Equivalent	515	521	516

**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	60.9%
Spanish	32.9%
Urdu	1.6%
Tagalog	1.4%
Arabic	1.0%
Other Languages	2.3%



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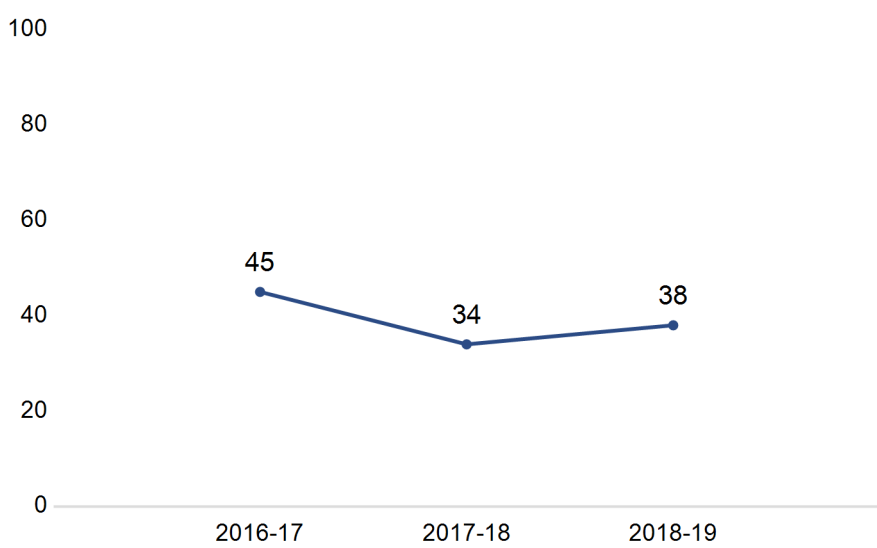
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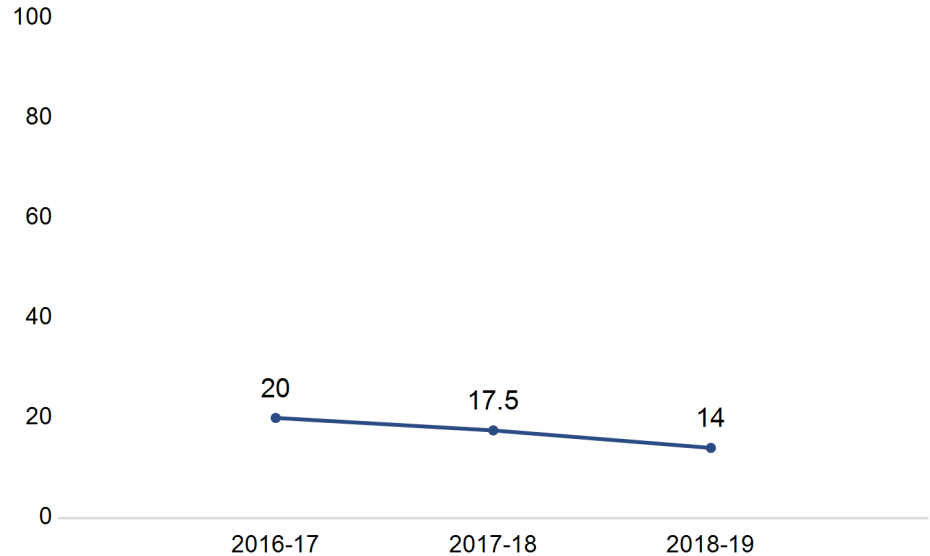
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	34	38	20	17.5	14
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	53.5	50	Not Met	14	55.5	50	Not Met
White	35.5	50	50	Not Met	9	47.5	52	**
Hispanic	40	57	49	Met Standard	12.5	57	47	Not Met
Black or African American	32.5	38	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	42	70	59	**	41	58.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	36.5	55	53	N	19	57	50	N
Male	39	53	47	N	12.5	54	51	N
Economically Disadvantaged Students	40.5	55	48	Met Standard	16.5	55	46	Not Met
Students with Disabilities	26	35	43	Not Met	*	49.5	45	**
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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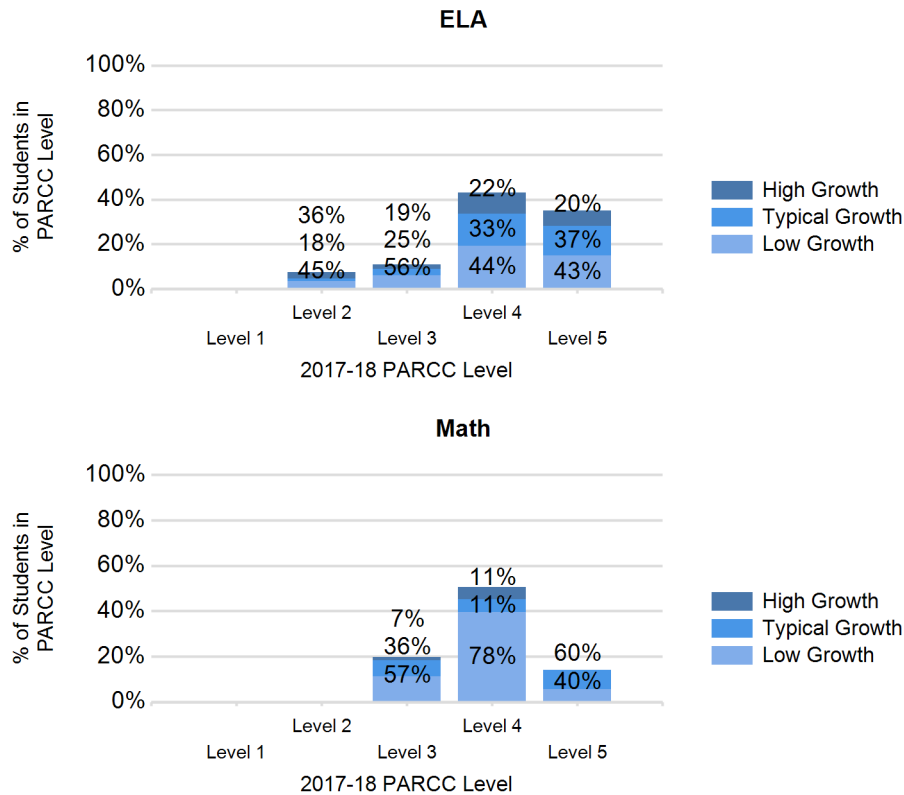
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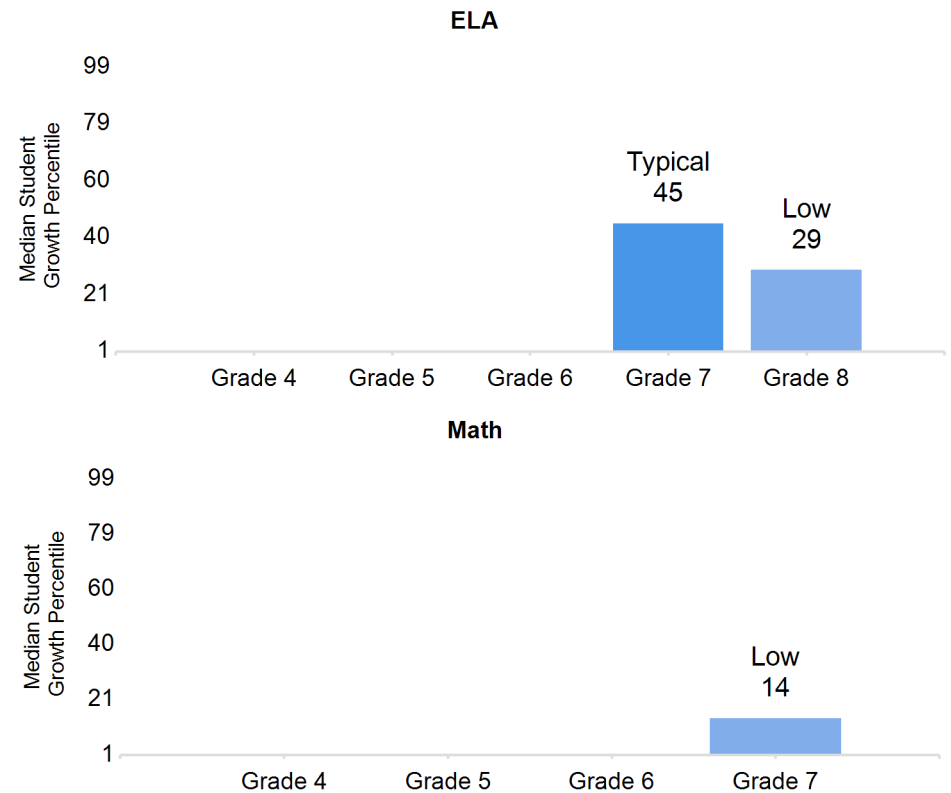
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.



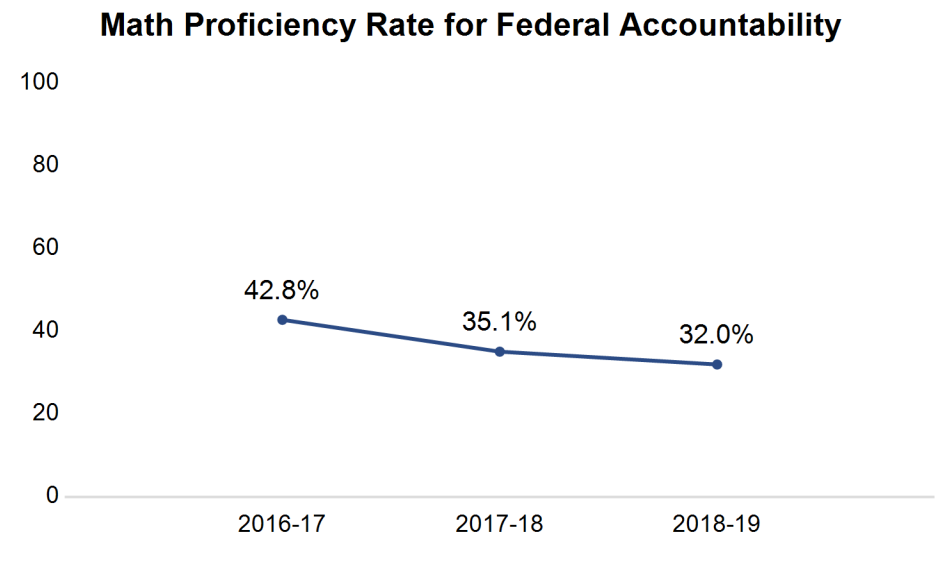
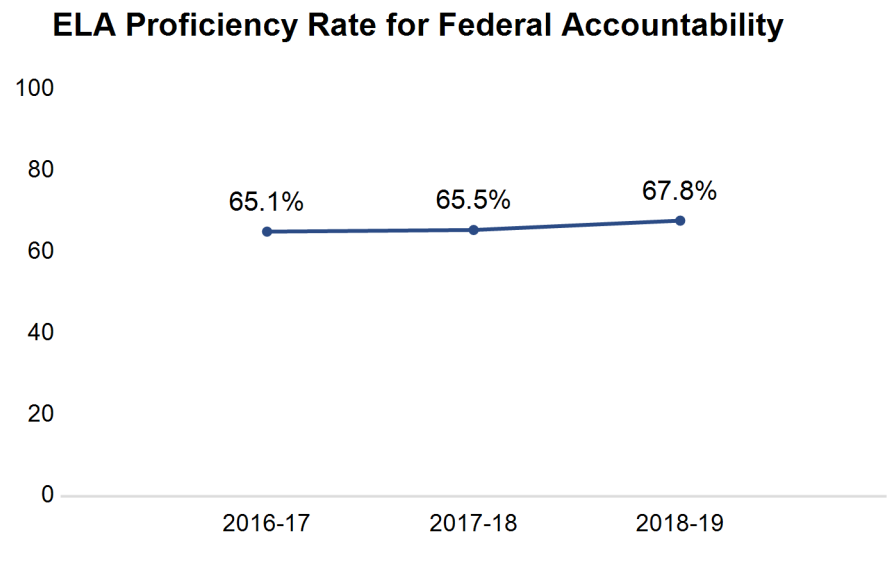


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**English Language Arts and Mathematics Performance Trends**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	98.9%	99.1%	98.6%	98.3%	99.1%
Proficiency Rate for Federal Accountability	65.1%	65.5%	67.8%	42.8%	35.1%	32.0%
Annual Target	59.6%	60.6%	61.7%	33.5%	36.0%	38.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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**English Language Arts Assessment - Participation and Performance**

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	339	99.1	67.8	69.6	57.9	67.8	61.7	Met Target
White	89	96.7	75.3	70.7	66.9	75.3	56.8	Met Target
Hispanic	192	100.0	62.5	67.8	43.9	62.5	65.1	Met Target†
Black or African American	30	100.0	63.3	*	38.5	63.3	28.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	26	100.0	88.5	91.1	82.9	88.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	151	98.7	79.5	78.2	64.8	79.5		
Male	188	99.5	58.5	61.9	51.3	58.5		
Economically Disadvantaged Students	158	100.0	67.1	67.0	40.0	67.1	52.6	Met Target
Non-Economically Disadvantaged Students	181	98.4	68.5	71.9	67.9	68.5		
Students with Disabilities	57	96.7	14.0	17.4	22.7	14.0	21.4	Met Target†
Students without Disabilities	282	99.6	78.7	80.5	65.1	78.7		
English Learners	14	100.0	35.7	46.2	29.3	35.7	**	**
Non-English Learners	325	99.1	69.2	70.6	60.6	69.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

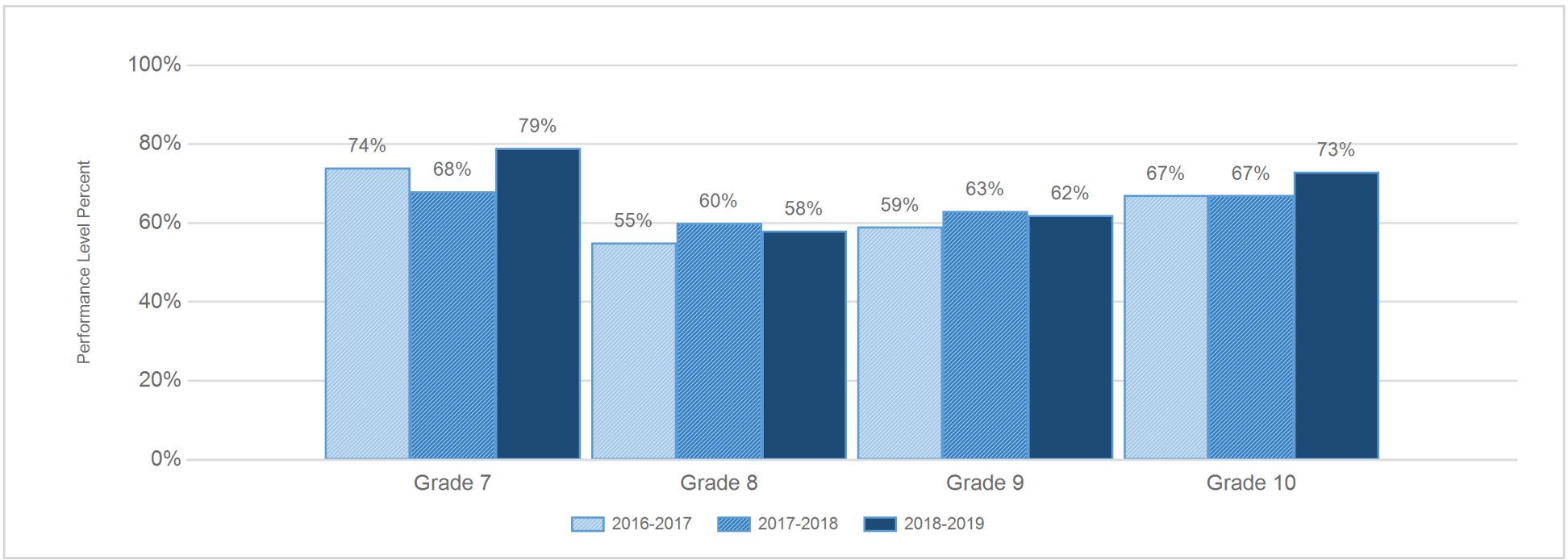


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**English Language Arts Assessment - Performance Trends**

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





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**English Language Arts Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	775	775	761	*	*	13%	38%	41%	79%	63%
White	14	779	779	769	0%	0%	*	*	*	86%	72%
Hispanic	42	768	768	747	*	*	*	43%	33%	76%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	11	798	798	790	0%	0%	*	*	*	91%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	36	784	784	769	*	*	0%	*	*	94%	71%
Male	42	767	767	753	*	*	24%	*	*	67%	55%
Economically Disadvantaged Students	36	772	772	743	*	*	*	42%	39%	81%	45%
Non-Economically Disadvantaged Students	42	777	777	771	*	*	*	36%	43%	79%	73%
Students with Disabilities	10	748	748	720	*	*	*	*	*	50%	22%
Students without Disabilities	68	779	779	769	*	*	*	*	*	84%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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**English Language Arts Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	756	756	762	*	*	20%	34%	24%	58%	63%
White	23	760	760	770	*	*	*	*	*	57%	72%
Hispanic	52	749	749	747	*	*	21%	*	*	52%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	46	760	760	771	*	*	*	*	*	61%	71%
Male	39	751	751	753	*	*	*	*	*	54%	55%
Economically Disadvantaged Students	49	750	750	743	*	*	*	35%	20%	55%	45%
Non-Economically Disadvantaged Students	36	762	762	772	*	*	*	33%	28%	61%	72%
Students with Disabilities	17	707	707	721	*	*	*	*	*	*	22%
Students without Disabilities	68	768	768	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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**English Language Arts Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	756	756	753	*	*	20%	48%	14%	62%	56%
White	22	761	761	762	*	*	*	*	*	77%	65%
Hispanic	61	753	753	737	*	*	23%	*	*	56%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	35	764	764	760	*	*	*	*	*	80%	63%
Male	60	752	752	746	*	*	*	*	*	52%	49%
Economically Disadvantaged Students	45	755	755	734	*	*	*	*	*	67%	36%
Non-Economically Disadvantaged Students	50	758	758	762	*	*	*	*	*	58%	65%
Students with Disabilities	17	709	709	717	*	*	*	*	*	*	17%
Students without Disabilities	78	767	767	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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**English Language Arts Assessment - Performance by Grade: Grade 10**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	769	769	757	*	*	*	41%	33%	73%	58%
White	29	783	783	767	*	*	*	45%	41%	86%	67%
Hispanic	38	761	761	738	*	*	*	45%	26%	71%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	37	783	783	766	*	*	*	43%	41%	84%	66%
Male	46	757	757	749	*	*	*	39%	26%	65%	51%
Economically Disadvantaged Students	31	760	760	735	*	*	*	*	*	68%	40%
Non-Economically Disadvantaged Students	52	774	774	767	*	*	*	*	*	77%	67%
Students with Disabilities	13	704	704	711	*	*	*	*	*	*	19%
Students without Disabilities	70	781	781	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



**Bogota Jr./Sr. High School**  
 (03-0440-020)  
 Grades Offered: 07-12  
 2018-2019

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**Mathematics Assessment - Participation and Performance**

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	344	99.1	32.0	49.0	44.5	32.0	38.4	Not Met
White	90	96.8	31.1	46.6	54.1	31.1	40.9	Not Met
Hispanic	194	100.0	28.9	47.9	28.8	28.9	36.9	Not Met
Black or African American	32	100.0	34.4	*	23.0	34.4	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	26	100.0	53.8	69.6	76.5	53.8	61.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	153	98.7	32.7	50.9	44.9	32.7		
Male	191	99.5	31.4	47.2	44.2	31.4		
Economically Disadvantaged Students	161	100.0	32.3	45.4	26.3	32.3	29.4	Met Target
Non-Economically Disadvantaged Students	183	98.4	31.7	52.1	54.9	31.7		
Students with Disabilities	57	96.7	*	*	17.4	*	17.9	Not Met
Students without Disabilities	287	99.7	*	*	50.0	*		
English Learners	16	100.0	*	24.1	25.0	*	**	**
Non-English Learners	328	99.1	*	50.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

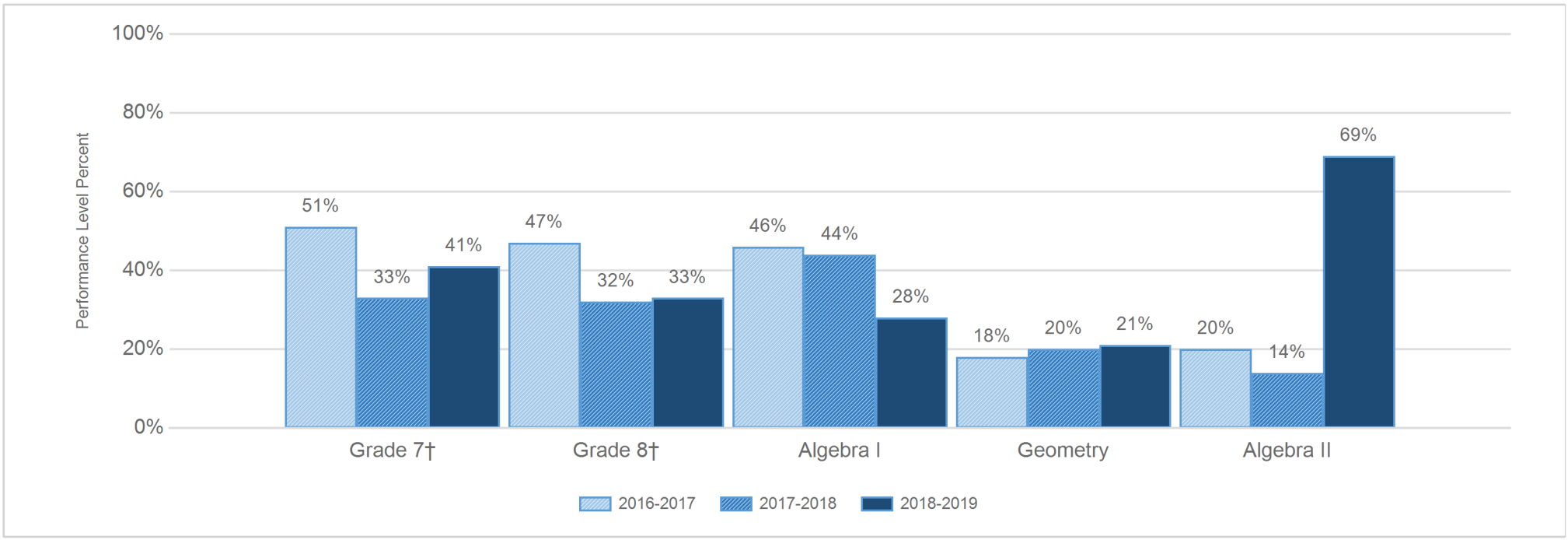


**Bogota Jr./Sr. High School**  
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**Mathematics Assessment – Performance Trends**

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



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



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**Mathematics Assessment - Performance by Grade: Grade 7**

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	79	744	744	744	*	19%	35%	*	*	41%	42%
White	14	744	744	751	0%	*	*	*	*	29%	53%
Hispanic	42	739	739	733	*	24%	31%	*	*	38%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	12	754	754	768	*	0%	*	*	*	58%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	37	745	745	744	*	*	30%	*	*	43%	42%
Male	42	743	743	743	*	*	40%	*	*	38%	42%
Economically Disadvantaged Students	36	741	741	731	*	*	42%	*	*	33%	24%
Non-Economically Disadvantaged Students	43	746	746	751	*	*	30%	*	*	47%	53%
Students with Disabilities	10	726	726	718	*	*	*	*	*	10%	13%
Students without Disabilities	69	746	746	749	*	*	*	*	*	45%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



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**Mathematics Assessment - Performance by Grade: Grade 8**

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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
<b>Schoolwide</b>	67	731	731	728	21%	21%	25%	33%	0%	33%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	43	730	730	722	*	*	*	33%	0%	33%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	35	729	729	731	*	*	*	*	*	26%	31%
Male	32	734	734	726	*	*	*	*	*	41%	27%
Economically Disadvantaged Students	42	736	736	719	*	*	*	*	*	40%	20%
Non-Economically Disadvantaged Students	25	722	722	735	*	*	*	*	*	20%	36%
Students with Disabilities	17	701	701	707	*	*	*	*	*	*	10%
Students without Disabilities	50	741	741	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	734	734	744	10%	34%	28%	*	*	28%	42%
White	23	749	749	752	*	*	*	*	*	52%	53%
Hispanic	71	728	728	728	*	39%	32%	*	*	17%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	43	742	742	745	*	*	37%	*	*	33%	44%
Male	68	729	729	743	*	*	22%	*	*	25%	41%
Economically Disadvantaged Students	54	733	733	727	*	35%	26%	*	*	28%	23%
Non-Economically Disadvantaged Students	57	735	735	752	*	33%	30%	*	*	28%	52%
Students with Disabilities	19	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	92	739	739	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	730	730	737	*	28%	41%	*	*	21%	35%
White	28	734	734	743	*	*	57%	*	*	18%	43%
Hispanic	35	730	730	724	*	*	31%	*	*	29%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	33	730	730	738	*	*	52%	*	*	12%	36%
Male	45	729	729	736	*	*	33%	*	*	27%	34%
Economically Disadvantaged Students	28	726	726	722	*	*	*	*	*	21%	16%
Non-Economically Disadvantaged Students	50	732	732	743	*	*	*	*	*	20%	43%
Students with Disabilities	11	706	706	712	*	*	*	*	*	*	*
Students without Disabilities	67	733	733	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	13	763	763	755	0%	0%	*	*	*	69%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	13	763	763	756	0%	0%	*	*	*	69%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	13	763	763	755	0%	0%	*	*	*	69%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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**DLM Alternate Assessment - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	N
8	N	N
9	N	N
10	N	N
11	*	*

**English Language Progress to Proficiency**

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	71.4%	**	**

† 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	21	81.0%	19.0%
3-4	N	N	N
5 or more	N	N	N



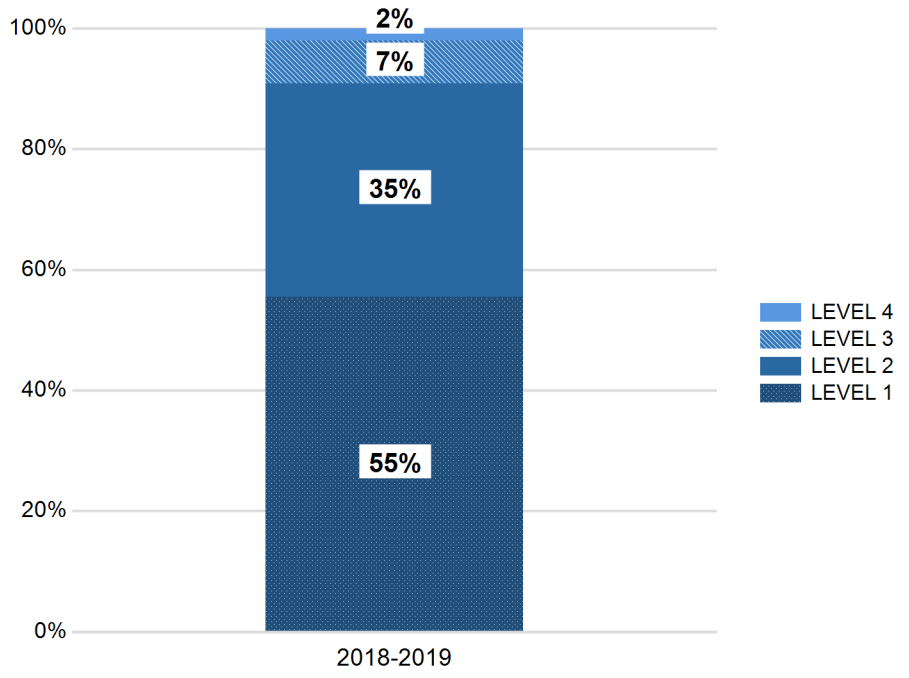
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade 8 Summary**

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



**NJSLA Science Assessment: Grade 8**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	55	35	7	2
White	54	29	13	4
Hispanic	61	35	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	30	4	2
Male	45	42	11	3
Economically Disadvantaged Students	57	36	6	0
Non-Economically Disadvantaged Students	53	34	8	5
Students with Disabilities	88	13	0	0
Students without Disabilities	48	41	9	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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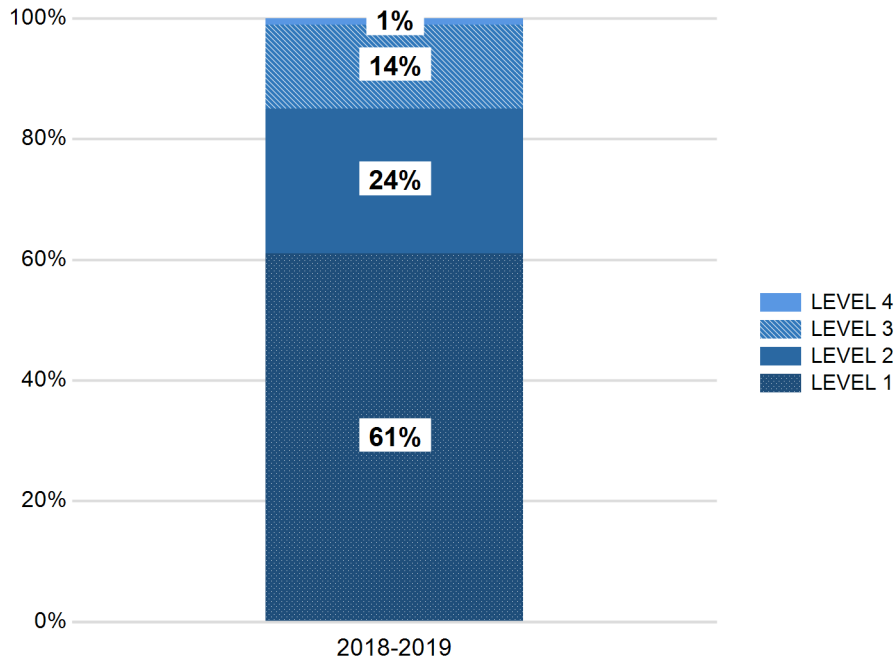
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**NJSLA Science Assessment: Grade 11 Summary**

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



**NJSLA Science Assessment: Grade 11**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	61	24	14	1
White	62	14	19	5
Hispanic	62	29	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	49	30	19	3
Male	71	19	10	0
Economically Disadvantaged Students	59	22	19	0
Non-Economically Disadvantaged Students	62	26	11	2
Students with Disabilities	86	14	0	0
Students without Disabilities	55	26	17	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Bogota Jr./Sr. High School**  
 (03-0440-020)  
 Grades Offered: 07-12  
 2018-2019

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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 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	93.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	76.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

**PSAT, SAT, & ACT - Performance**

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	454	476	Grade 10: 430 Grade 11: 460	55%	61%
PSAT 10/NMSQT - Math	451	477	Grade 10: 480 Grade 11: 510	30%	43%
SAT - Reading and Writing	499	539	480	61%	70%
SAT - Math	493	541	530	31%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



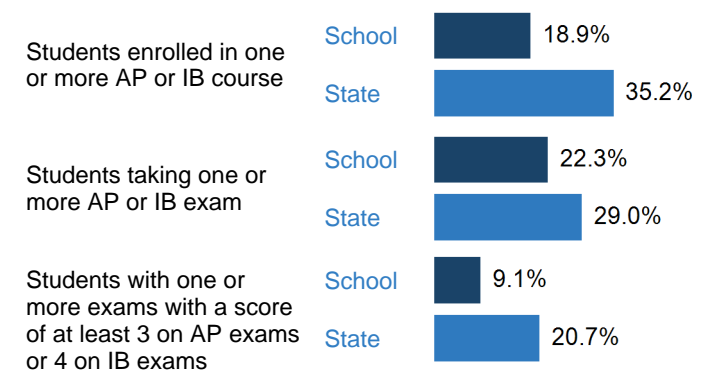
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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



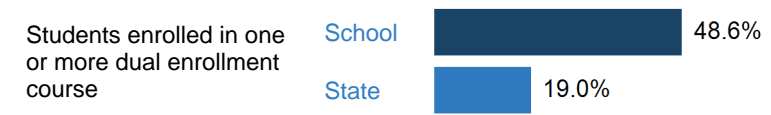
**AP/ IB Courses Offered**

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 Biology	3	3
AP English Literature and Composition	15	14
AP Psychology	11	11
AP Spanish Language	0	11
AP Statistics	10	10
AP U.S. History	42	20
Total Exams taken		69
Exams with scores of at least 3 on AP exams or 4 on IB exams		22

**Dual Enrollment Coursework - Participation**

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





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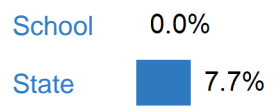
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

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

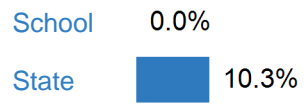
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

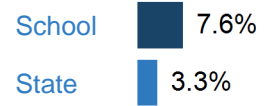
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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**Career and Technical Education Participation by Student Group**

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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
Total (All Clusters)	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.

**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
7	18	0	0	0	0	0	63
8	18	0	0	0	0	0	66
9	82	15	0	0	0	0	16
10	9	63	13	0	0	0	19
11	1	5	56	15	0	5	21
12	0	0	6	11	13	5	38
Total	128	83	75	26	13	10	223
Enrolled in AP/IB Course					0	10	0
Enrolled in Dual Enrollment Course	0	0	0	26	13	10	19

**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	98	1	0	0	0	7
10	12	51	0	0	22	4
11	0	1	2	0	60	31
12	4	2	0	0	10	25
Total	114	55	2	0	92	67
Enrolled in AP/IB Course	3	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	21



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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	97	6	0	0	0	0
10	0	85	0	0	0	1
11	0	78	0	8	0	4
12	1	13	0	3	0	22
Total	98	182	0	11	0	27
Enrolled in AP/IB Course	0	42	0	11		0
Enrolled in Dual Enrollment Course	0	20	0	11	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
7	43	0	0	0	0	0	0
8	N	N	N	N	N	N	N
9	72	0	0	0	0	0	0
10	74	0	0	0	0	0	0
11	17	0	0	0	0	0	0
12	12	0	0	0	0	0	0
Total	218	0	0	0	0	0	0
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	11	0	0	0	0	0	0



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**Computer Science and Information Technology – Course Participation**

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	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	16
Total	16



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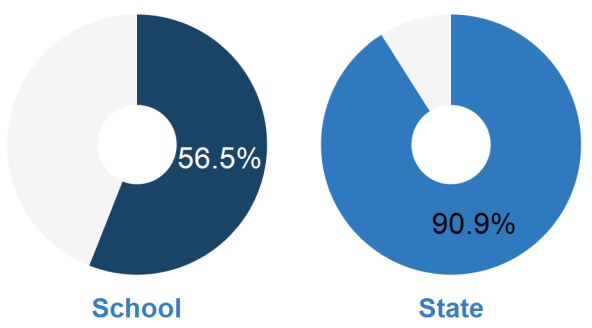
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**Visual and Performing Arts – Course Participation**

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.

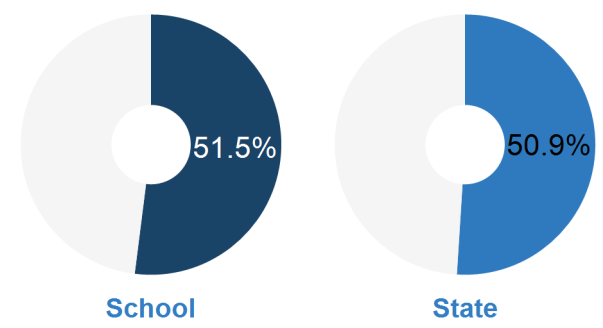
**Grades 6-8:**

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

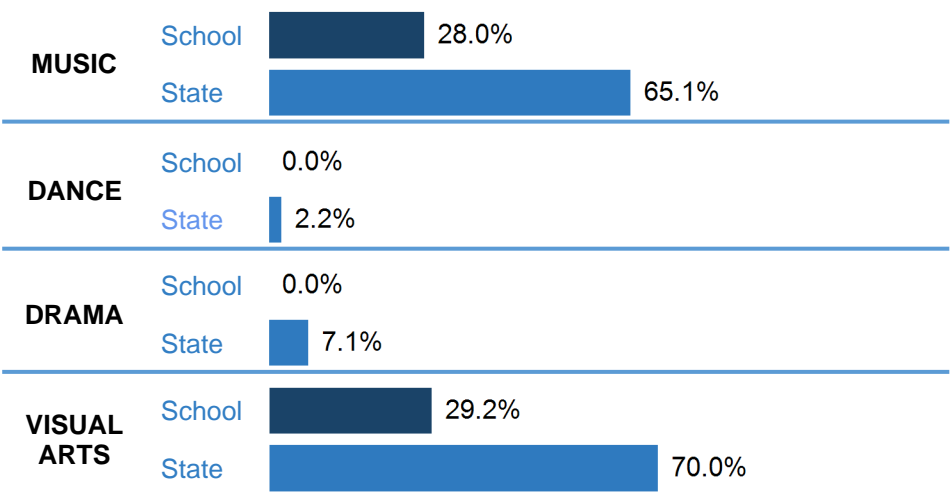


**Grades 9-12:**

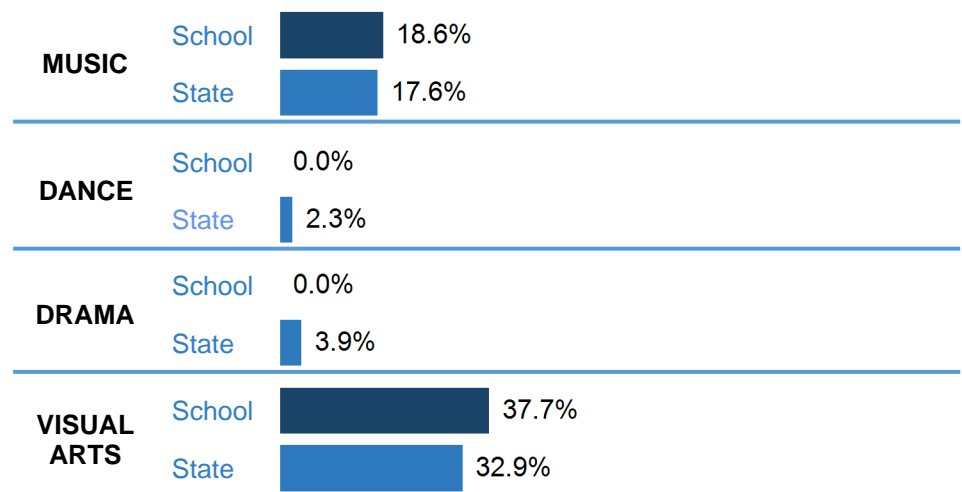
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





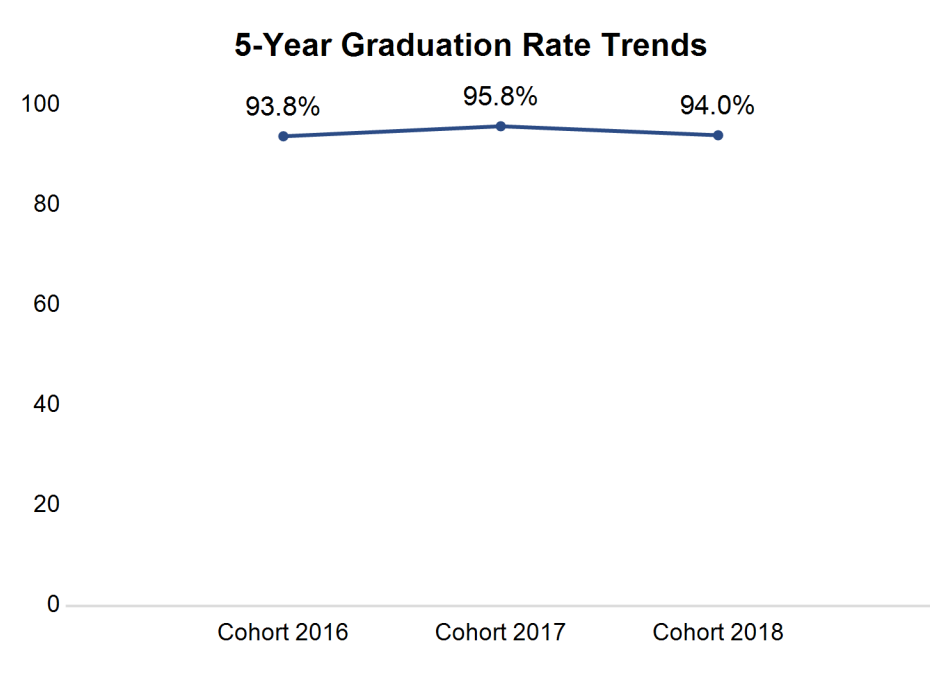
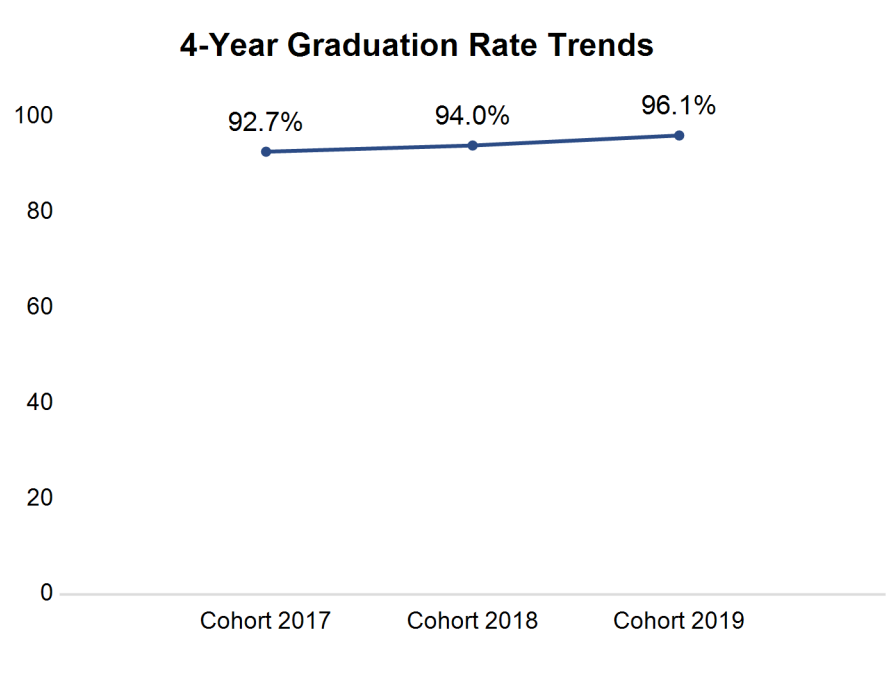
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Graduation Rate Trends and Progress**

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.7%	94.0%	96.1%	93.8%	95.8%	94.0%
Annual Target	88.7%	89.1%		94.9%	N	
Met Annual Target?	Met Target	Met Target		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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**Graduation Rates**

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.1%	90.6%	94.0%	92.5%	94.0%	89.1%	Met Target	95.8%	N	Met Goal
White	90.0%	94.9%	92.3%	95.9%	92.3%	**	**	96.2%	N	Met Goal
Hispanic	97.0%	84.5%	98.3%	87.3%	98.3%	N	Met Goal	96.5%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	100.0%	92.8%	93.5%	94.4%	93.5%			100.0%		
Male	93.2%	88.5%	94.6%	90.8%	94.6%			93.4%		
Economically Disadvantaged Students	98.0%	84.0%	94.7%	87.3%	94.7%	83.1%	Met Target	97.6%	N	Met Goal
Students with Disabilities	90.0%	79.2%	85.7%	83.8%	85.7%	**	**	100.0%	**	**
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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**Graduation Pathways**

**Dropout Rate Trends**

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

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	82.8%	58.6%
Substitute Competency Test	7.1%	29.3%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	10.1%	12.1%
Unknown	0.0%	0.0%

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.6%	1.1%



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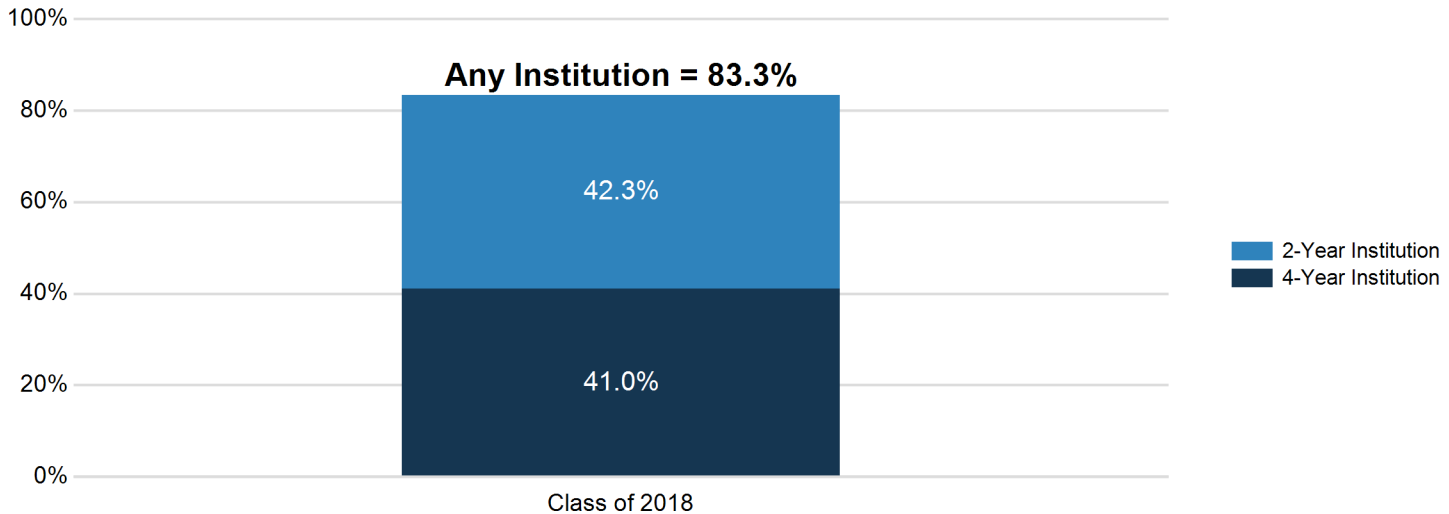
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

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

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	42.3%
% Enrolled in 4-Year Institution	41.0%
% Enrolled in Any Postsecondary Institution	83.3%



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**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	79%	50.6%	49.4%
White	79.4%	44%	56%
Hispanic	*	*	*
Black or African American	*	*	*
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	77.1%	45.9%	54.1%
Students with Disabilities	63.2%	66.7%	33.3%
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	83.3%	50.8%	49.2%	81.5%	18.5%	95.4%	4.6%
White	89.1%	46.3%	53.7%	80.5%	19.5%	92.7%	7.3%
Hispanic	76.7%	56.5%	43.5%	82.6%	17.4%	100%	0%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged	74.3%	53.8%	46.2%	69.2%	30.8%	96.2%	3.8%
Students with Disabilities	69.2%	66.7%	33.3%	88.9%	11.1%	100%	0%
English Learners	*	*	*	*	*	*	*



**Bogota Jr./Sr. High School**  
 (03-0440-020)  
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 2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

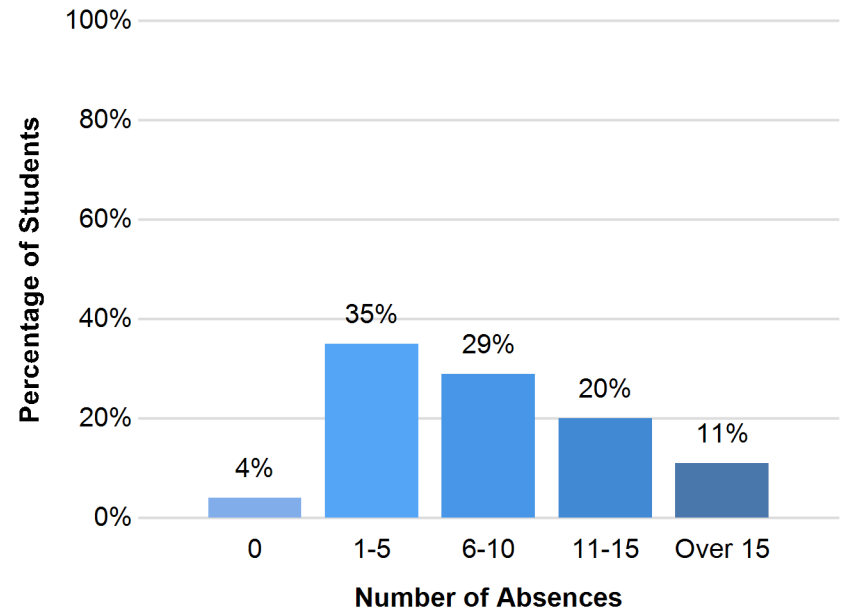
**Chronic Absenteeism**

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	7.0	12.6	Met
White	18	10.1	12.6	Met
Hispanic	15	5.5	12.6	Met
Black or African American	3	7.5	12.6	Met
Asian, Native Hawaiian, or Pacific	0	0	12.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	7.9		
Male	18	6.2		
Economically Disadvantaged Students	22	8.9	12.6	Met
Students with Disabilities	15	16.0	12.6	Not Met
English Learners	0	0	12.6	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

**Days Absent**

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





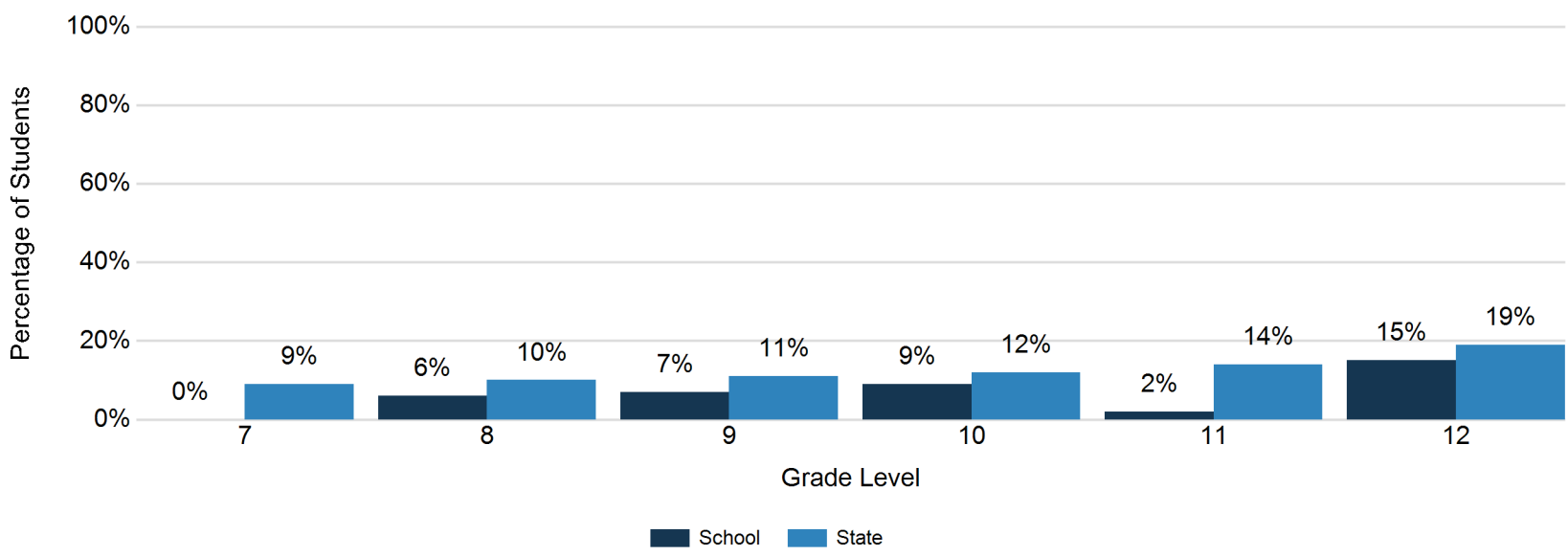
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	15
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	5.04

**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	4
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	1
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	1	1
Disability	1	0	1
Other	0	3	3
No Identified Nature	2		2

### 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	30	5.8%
Any Suspension	30	5.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
118



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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	8:15 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 Mins.

**Device Ratios**

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

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



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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	76.2%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	7.1	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	172:1	113:1
Teachers to Administrators	14:1	10:1
Students to Librarians/Media Specialists		565:1
Students to Nurses		565:1
Students to Counselors		377:1
Students to Child Study Team Members		188:1



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**Teachers and Administrators – Demographics**

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.3%	66.7%	33.3%	48.4%	77.1%	54.9%
Male	53.7%	33.3%	66.7%	51.6%	22.9%	45.1%
White	32.9%	85.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	52.3%	14.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.7%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.3%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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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).

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

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

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

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

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

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

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

**ESSA Accountability Status**

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

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

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



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**ESSA Accountability Progress**

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.1%	65.5%	67.8%
Math Proficiency	42.8%	35.1%	32.0%
ELA Growth	45	34	38
Math Growth	20	18	14
4-Year Graduation Rate†	92.7%	94.0%	96.1%
5-Year Graduation Rate†	93.8%	95.8%	94.0%
Progress toward English Language Proficiency		*	71.4%
Chronic Absenteeism	6.7%	8.1%	7.0%

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



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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).

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

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

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

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



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**Accountability Summary by Student Group - 2018-19 School Year**

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Met Goal	Not Met	Not Met	**	Met	No
White	Met Target	Not Met	**	Met Goal	Not Met	**	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Met Goal	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	**	**	Not Met	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Silver Medal Award Winner - US News and World Report for BEST High Schools</li> <li>• Offering 25+ teams including our Volleyball State Champs, our state recognized twirling champs and band members, and our XC Patriot Division League Champs</li> <li>• Offering seniors a chance for half day internship, Middle College classes, college dual enrollment, and online classes. Offering our underclassman Bergen Community Early College options.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Our educational vision is based on the belief in one's ability to face the world with their own skills and to problem solve through their own intelligence. We strive toward a school that is fair to both the vocationally and academically oriented in order to meet the separate needs of each. To think effectively, to communicate, to make relevant judgments, uphold positive values ...these are the abilities we seek to develop in our students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In the 2017-2018 school year we were again named a Silver Medal Award Winner - US News and World Report for BEST High Schools, ranked #68 in New Jersey. We also showcase a newly renovated gym, updated wrestling/weight room, updated band room, new outdoor classroom, and updated labs.</p>






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### School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We will be offering new courses as we continue to increase electives/technology and update classrooms/labs. As a school, we understand the need for a strong STEM curriculum and believe these changes will support our goals. We also added to our Visual Performing and Practical Arts class selection and continue to grow our YouTube channel (BucNation). We also continue to increase our number of qualified candidates participating in our honors/AP classes.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Football (Boys), Soccer (Coed), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Completely renovated gym with a new floor, new bleachers, new paint, a newly renovated weight room, and all new banners. Bogota has held titles as league champs, sectional champs, and state champs in multiple sports! We are also proud to announce that our twirlers received a large number of awards and should be recognized as one of the most decorated teams in New Jersey.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our students are well-rounded, balancing academics with other important experiences. We encourage our students to participate in a wide variety of extra-curricular activities. Students choose from clubs such as Multicultural, Environmental, Garden, Chess, YAC, Math, Newspaper, Art/Drama, and DECA.</p>






**Bogota Jr./Sr. High School**  
 (03-0440-020)  
 Grades Offered: 07-12  
 2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>The Drop In Center” for our middle school and high school students takes place in the BHS library for a period of time in the mornings and then again after school. Students make use of the time available to print work, complete homework before they leave the building, work on projects, and receive free tutoring with certified teachers and members of the National Junior Honor Society.</p>
 <p>Staff and Professional Learning:</p>	<p>Our major focus for Professional Development includes RTI training to be used in the 2019-2020 school year. Teachers are also trained in Marzano, Unit Planning, Suicide, Bullying, and Data Analysis to name a few. Newly formed learning teams/PLCs will also be used to discuss at risk students by grade level. Strategic action plans and teacher teams were created to further assist these students.</p>
 <p>Postsecondary Information:</p>	<p>For the class of 2019, 88.6% of the students were enrolled in post-secondary education, with the majority staying local and the other 11.4% enrolled in technical school, the armed forces or employed. Naviance is used for career and college searches, scholarships, resumes, and applying to college. Our students are able to use Naviance’s SAT prep to prepare for the SATs. There is one Financial Aid night per year for the parents along with scholarship email blasts.</p>






**Bogota Jr./Sr. High School**  
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 2018-2019

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 <p><b>Student Supports and Services:</b></p>	<p>Gen. ed. students may be put through the RTI process to receive interventions. BSI classes are also available for at risk students. ESL classes are available for ELL students. A before &amp; after school homework club is run by a teacher to provide extra help where NHS students provide tutoring. The district also offers special ed. services for students with disabilities including LLD classes, In Class Support &amp; Resource Replacement with related services (for all) such as counseling, OT, PT, &amp; speech. A behaviorist is available, as needed.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in PE daily 3 marking periods. The 4th period is dedicated to Health Education, including physical and mental health. Breakfast/lunch are offered daily and students have the opportunity to spend time on the playground during lunch. Bogota High School has been designated a Stigma Free Zone and is committed to educating our students about mental health issues. Students are also asked to complete 35 hours of community service over the life of their high school career. BHS also opened up its first Wellness Center to provide students and families with counseling for mental health, family, social and emotional issues. This is open full year with hours outside of school hours if needed. Suspension has been updated to include not just disciplinary action but also restorative justice.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Being a small school we are closely connected to the community. Strong communication and support exists with the Bogota Police and Fire Departments and the Recreation Department. These relationships help build a strong school community and give our students a solid foundation. Organizations such as the PTO, Bogota Beautiful, the Football and Band Parent Organizations, and the Bogota Advisory Council of Substance Abuse all support and enrich our programs and community collaboration.</p>






**Bogota Jr./Sr. High School**  
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Recent renovations include: Jr/Sr High School Gym, Science Labs, Band Room, and Weight Room. A new generator was also added. A playground was added in the back of the building. Space was previously unused. A new sound system was installed in the auditorium and our first outdoor classroom with student created and maintained gardens was added.</p>
 <p>School Safety:</p>	<p>Crisis handbook is updated, fire exits are adjusted as needed, and all drills are practiced on a monthly basis. Additional cameras added as needed.</p>




**Bogota Jr./Sr. High School**  
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 <p>Technology and STEM:</p>	<p>We will be offering new courses as we continue to increase electives/technology and update classrooms/labs. As a school, we understand the need for a strong STEM curriculum and believe these changes will support our goals. We also hired a new music teacher who is providing classes for our Visual Performing and Practical Arts students and started a class to produce our new YouTube channel.</p>
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**Bogota Jr./Sr. High School**  
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#### Other Information

In the summer of 2017 we began the adoption of Real-time. This is a comprehensive, all-inclusive data base program that coordinates student records, student scheduling, parent notifications, and parent portals providing a comprehensive communication system between the home and the school. Through this New Jersey based company additional avenues of parent and student communication has been added. In the 2016-2017 school year we also added a HS data team which provides in depth analysis of student performances on the NJ PARCC Assessment. In the 2017-2018 school year this information was again shared with teachers enabling them to develop an educational strategy to be employed by each student. We also used our new twitter account in order to communicate with parents/students both during and after the school day.



**E. Roy Bixby**  
(03-0440-030)  
Grades Offered: PK-06  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**E. Roy Bixby**  
(03-0440-030)  
Grades Offered: PK-06  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Bergen
District	Bogota Public School District
Principal Name	Mr. Damon Englese
Address	25 FISCHER AVE BOGOTA, NJ 07603
Phone Number	201-441-4834
Email Address	<a href="mailto:denglese@bogotaboec.com">denglese@bogotaboec.com</a>
Website	<a href="https://www.bogotaboec.com">https://www.bogotaboec.com</a>
Twitter	<a href="https://www.BogotaPublic">https://www.BogotaPublic</a>

**E. Roy Bixby**

(03-0440-030)

Grades Offered: PK-06

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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
PK	15	26	25
KG	33	41	29
1	51	33	38
2	34	48	35
3	34	33	48
4	39	33	35
5	38	37	31
6	44	34	33
Total	288	285	274

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	46.3%	45.6%
Male	52.1%	53.7%	54.4%
Economically Disadvantaged Students	43.4%	44.2%	48.9%
Students with Disabilities	18.4%	26.7%	28.1%
English Learners	6.9%	7.0%	7.7%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.3%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	19.1%	22.5%	19.3%
Hispanic	62.5%	61.8%	66.8%
Black or African American	7.6%	8.1%	7.7%
Asian	10.1%	7.0%	5.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.7%	0.4%

**Enrollment Trends by Full/Half Day PK and KG**

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	15	26	25
KG - Half Day	0	0	0
KG - Full Day	33	41	29

**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	68.6%
Spanish	27.4%
Arabic	1.8%
Other Languages	2.2%



**E. Roy Bixby**  
 (03-0440-030)  
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 2018-2019

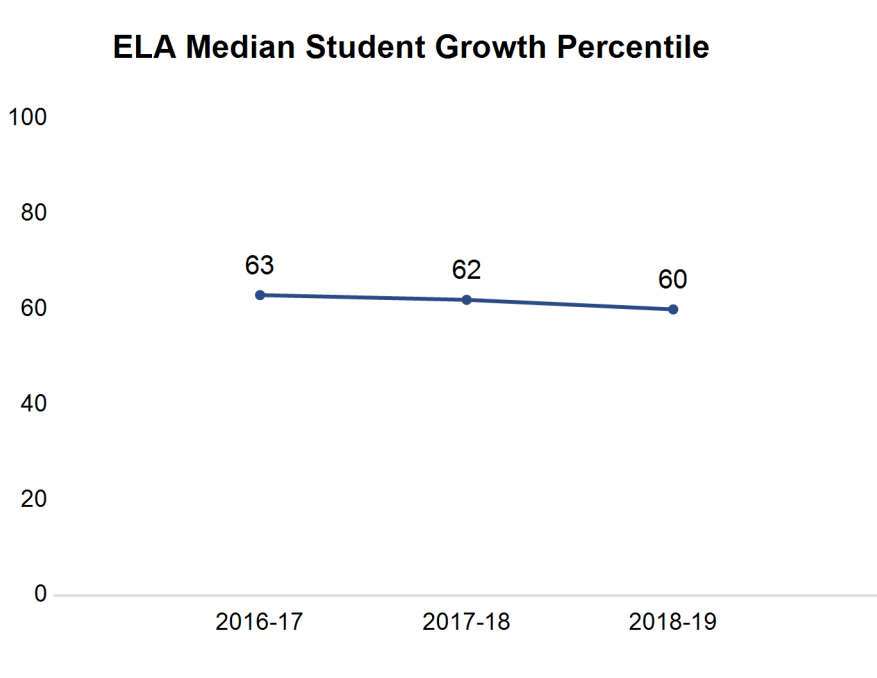
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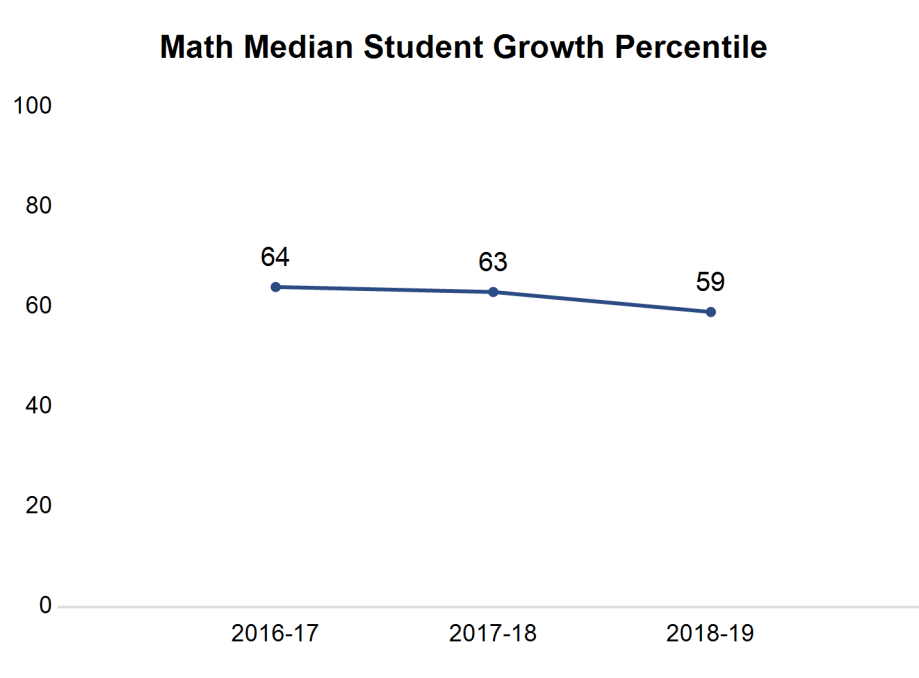
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	62	60	64	63	59
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	53.5	50	Exceeds Standard	59	55.5	50	Met Standard
White	70	50	50	Exceeds Standard	77	47.5	52	Exceeds Standard
Hispanic	59.5	57	49	Met Standard	56	57	47	Met Standard
Black or African American	*	38	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	70	59	**	*	58.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	60	55	53	N	57.5	57	50	N
Male	61	53	47	N	62	54	51	N
Economically Disadvantaged Students	57	55	48	Met Standard	59.5	55	46	Met Standard
Students with Disabilities	57	35	43	**	30	49.5	45	**
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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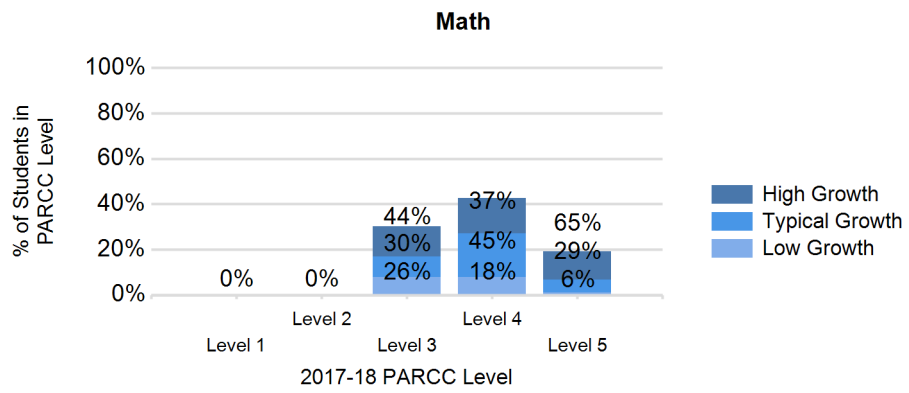
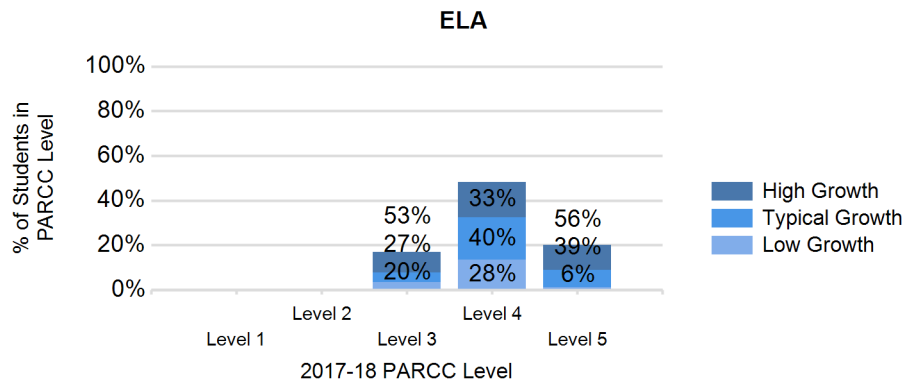
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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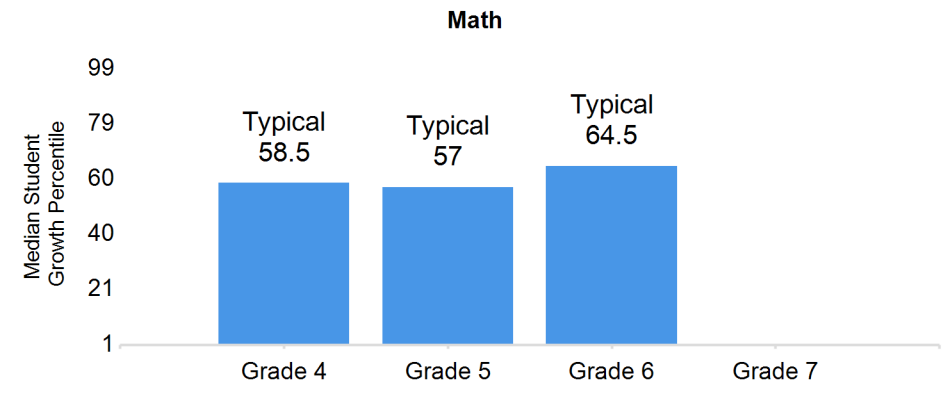
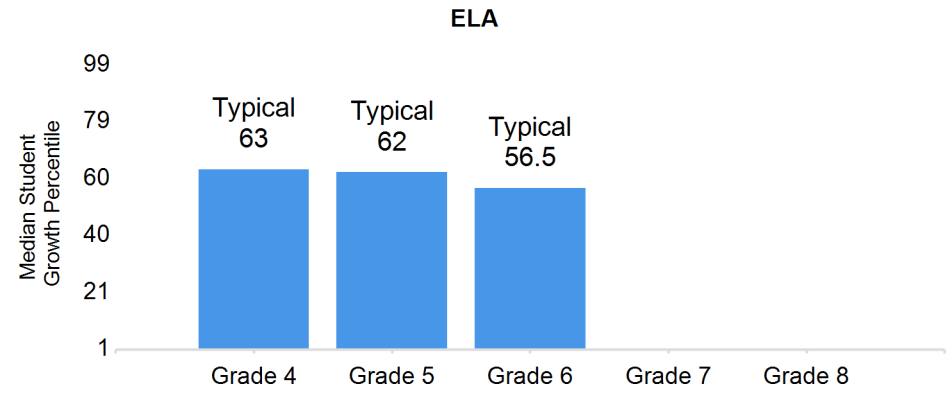
### Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



### Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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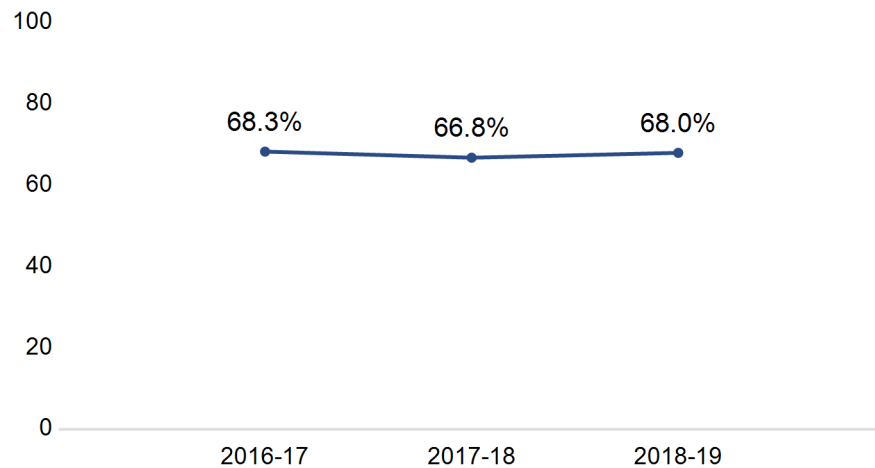
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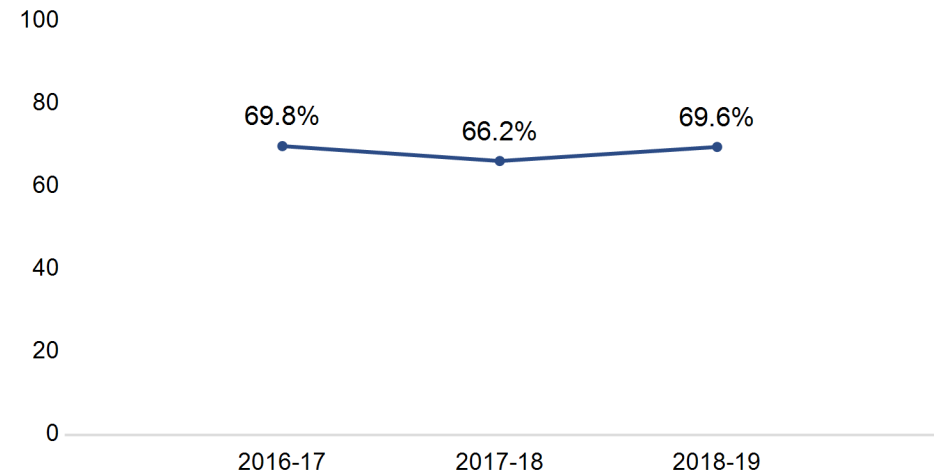
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	93.4%	98.7%	98.0%	93.4%	99.3%
Proficiency Rate for Federal Accountability	68.3%	66.8%	68.0%	69.8%	66.2%	69.6%
Annual Target	70.8%	71.3%	71.8%	71.9%	72.3%	72.8%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	147	98.7	68.0	69.6	57.9	68.0	71.8	Met Target†
White	36	100.0	63.9	70.7	66.9	63.9	66.5	Met Target†
Hispanic	90	98.9	67.8	67.8	43.9	67.8	70.7	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	91.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	74	100.0	68.9	78.2	64.8	68.9		
Male	73	97.4	67.1	61.9	51.3	67.1		
Economically Disadvantaged Students	65	98.5	60.0	67.0	40.0	60.0	66.9	Met Target†
Non-Economically Disadvantaged Students	82	98.8	74.4	71.9	67.9	74.4		
Students with Disabilities	22	95.8	22.7	17.4	22.7	22.7	33.9	Met Target†
Students without Disabilities	125	99.2	76.0	80.5	65.1	76.0		
English Learners	*	*	*	46.2	29.3	*	**	**
Non-English Learners	*	*	*	70.6	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



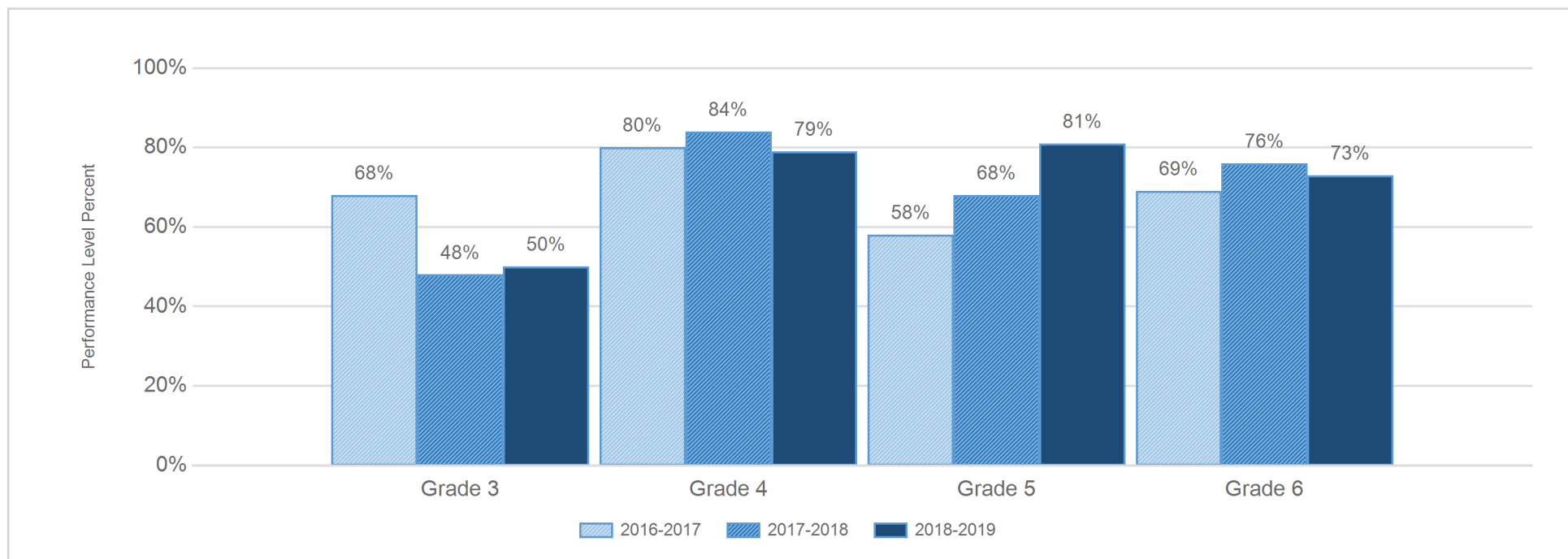
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## English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	746	761	748	*	26%	*	*	*	50%	50%
White	13	740	*	757	*	*	*	*	*	38%	60%
Hispanic	29	750	762	734	*	*	*	*	*	55%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	27	749	761	753	*	*	*	*	*	59%	55%
Male	23	744	761	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	20	744	757	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	30	748	764	759	*	*	*	*	*	57%	61%
Students with Disabilities	*	*	738	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**E. Roy Bixby**  
(03-0440-030)  
Grades Offered: PK-06  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	34	766	772	755	*	*	*	*	*	79%	57%
White	*	*	782	763	*	*	*	*	*	*	67%
Hispanic	18	769	773	743	*	*	*	*	*	78%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	14	746	770	760	*	*	*	*	*	57%	62%
Male	20	780	774	750	*	*	*	*	*	95%	53%
Economically Disadvantaged Students	16	767	770	740	*	*	*	*	*	81%	40%
Non-Economically Disadvantaged Students	18	764	774	765	*	*	*	*	*	78%	69%
Students with Disabilities	*	*	722	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	783	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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## English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	789	774	756	0%	0%	*	*	*	81%	58%
White	*	*	785	764	*	*	*	*	*	*	68%
Hispanic	20	780	768	743	0%	0%	*	*	*	80%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	17	791	779	761	0%	0%	*	*	*	82%	64%
Male	14	787	768	750	0%	0%	*	*	*	79%	52%
Economically Disadvantaged Students	17	774	762	740	0%	0%	*	*	*	71%	39%
Non-Economically Disadvantaged Students	14	808	789	766	0%	0%	*	*	*	93%	69%
Students with Disabilities	*	*	719	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	784	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	31	789	774	758	0%	0%	*	*	*	81%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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## English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	33	766	771	754	*	*	*	*	*	73%	56%
White	*	*	765	762	*	*	*	*	*	*	65%
Hispanic	23	763	775	743	*	*	*	*	*	70%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	16	776	786	762	*	*	*	*	*	81%	64%
Male	17	755	757	748	*	*	*	*	*	65%	48%
Economically Disadvantaged Students	11	760	772	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	22	768	769	763	*	*	*	*	*	82%	67%
Students with Disabilities	*	*	718	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	784	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	148	99.3	69.6	49.0	44.5	69.6	72.8	Met Target†
White	36	100.0	75.0	46.6	54.1	75.0	77.4	Met Target†
Hispanic	91	100.0	67.0	47.9	28.8	67.0	68.9	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	74	100.0	70.3	50.9	44.9	70.3		
Male	74	98.7	68.9	47.2	44.2	68.9		
Economically Disadvantaged Students	66	100.0	62.1	45.4	26.3	62.1	66.9	Met Target†
Non-Economically Disadvantaged Students	82	98.8	75.6	52.1	54.9	75.6		
Students with Disabilities	22	95.8	13.6	*	17.4	13.6	39.5	Not Met
Students without Disabilities	126	100.0	79.4	*	50.0	79.4		
English Learners	10	100.0	40.0	24.1	25.0	40.0	**	**
Non-English Learners	138	99.3	71.7	50.1	46.5	71.7		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



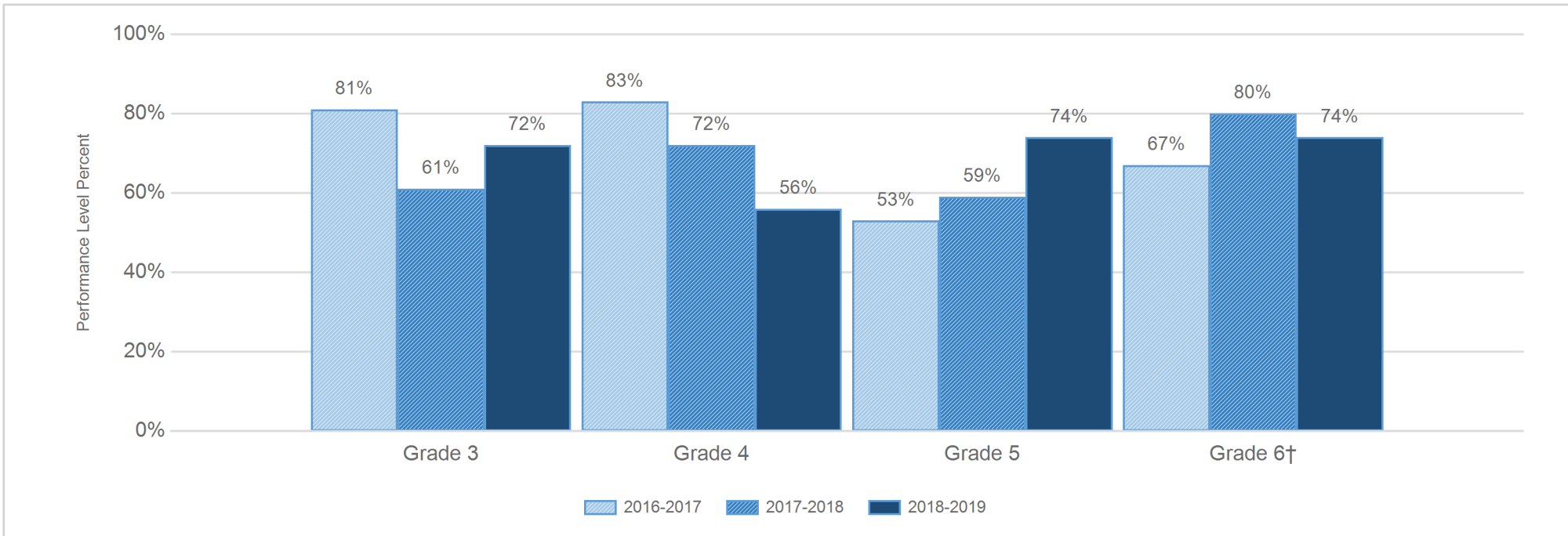
**E. Roy Bixby**  
(03-0440-030)  
Grades Offered: PK-06  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	769	767	752	0%	*	*	48%	24%	72%	55%
White	13	772	*	760	0%	0%	*	*	*	85%	66%
Hispanic	29	772	769	739	0%	*	*	*	*	72%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	27	771	767	751	0%	*	*	*	*	74%	54%
Male	23	767	767	752	0%	*	*	*	*	70%	56%
Economically Disadvantaged Students	20	768	763	737	0%	*	*	*	*	70%	37%
Non-Economically Disadvantaged Students	30	770	769	761	0%	*	*	*	*	73%	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	34	756	763	749	*	*	*	*	*	56%	51%
White	*	*	770	757	*	*	*	*	*	*	62%
Hispanic	18	753	761	737	*	0%	*	*	*	50%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	14	741	756	749	*	*	*	*	*	43%	50%
Male	20	767	769	749	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	16	752	757	734	*	*	*	*	*	63%	32%
Non-Economically Disadvantaged Students	18	760	767	759	*	*	*	*	*	50%	63%
Students with Disabilities	*	*	724	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	771	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	776	763	747	0%	*	*	35%	39%	74%	47%
White	*	*	771	755	*	*	*	*	*	*	58%
Hispanic	20	767	758	735	0%	*	*	*	*	70%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	17	777	765	747	0%	*	*	*	*	82%	47%
Male	14	775	762	747	0%	*	*	*	*	64%	47%
Economically Disadvantaged Students	17	763	751	732	0%	*	*	*	*	59%	27%
Non-Economically Disadvantaged Students	14	792	779	757	0%	*	*	*	*	93%	59%
Students with Disabilities	*	*	722	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	771	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	31	776	763	749	0%	*	*	35%	39%	74%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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
<b>Schoolwide</b>	34	754	754	741	*	*	*	*	*	74%	41%
White	*	*	755	749	*	*	*	*	*	*	51%
Hispanic	24	751	755	729	*	*	*	*	*	71%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	16	761	760	742	*	*	*	*	*	75%	42%
Male	18	749	748	740	*	*	*	*	*	72%	40%
Economically Disadvantaged Students	12	743	750	726	*	*	*	*	*	58%	21%
Non-Economically Disadvantaged Students	22	761	756	750	*	*	*	*	*	82%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	766	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	13	*	*
3-4	*	*	*
5 or more	*	*	*



**E. Roy Bixby**  
(03-0440-030)  
Grades Offered: PK-06  
2018-2019

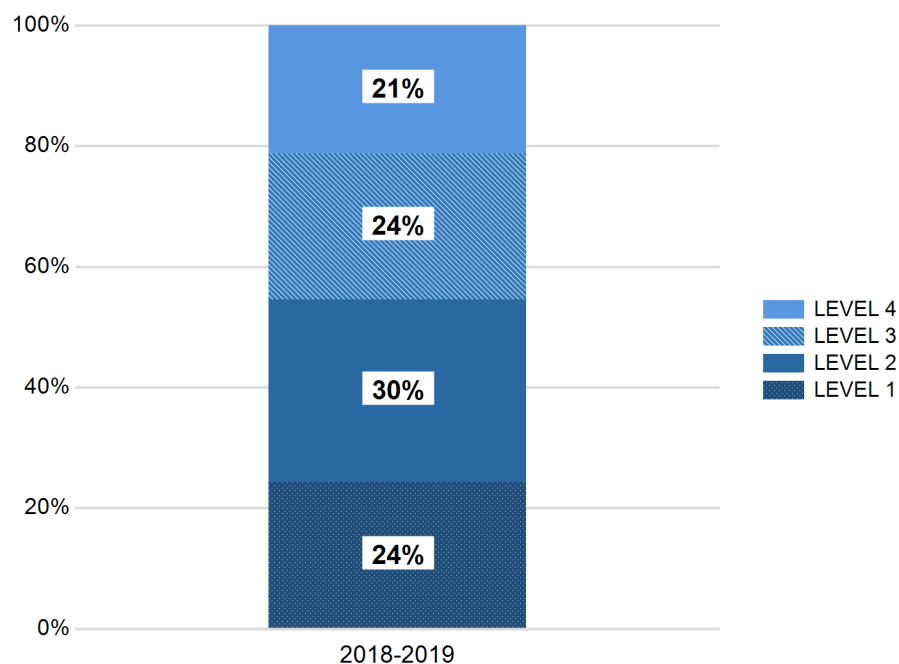
**Report Key:**

- \* Data is not displayed in order to protect student privacy
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	24	30	24	21
White	*	*	*	*
Hispanic	33	33	24	10
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	22	39	17
Male	27	40	7	27
Economically Disadvantaged Students	39	39	17	6
Non-Economically Disadvantaged Students	7	20	33	40
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	24	30	24	21
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

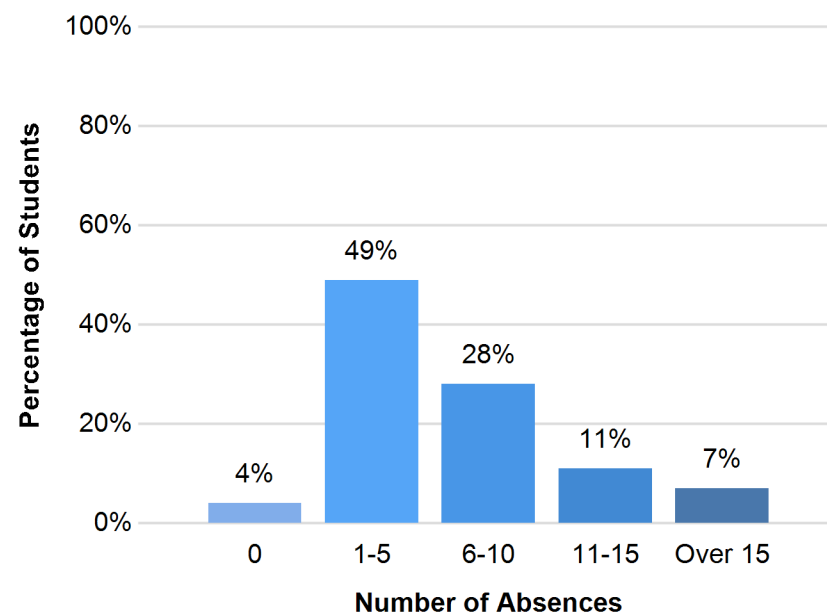
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	8	3.2	8.8	Met
White	1	2.1	8.8	Met
Hispanic	5	3.0	8.8	Met
Black or African American	2	9.5	8.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.7		
Male	6	4.7		
Economically Disadvantaged Students	7	5.8	8.8	Met
Students with Disabilities	0	0	8.8	Met
English Learners	0	0	8.8	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





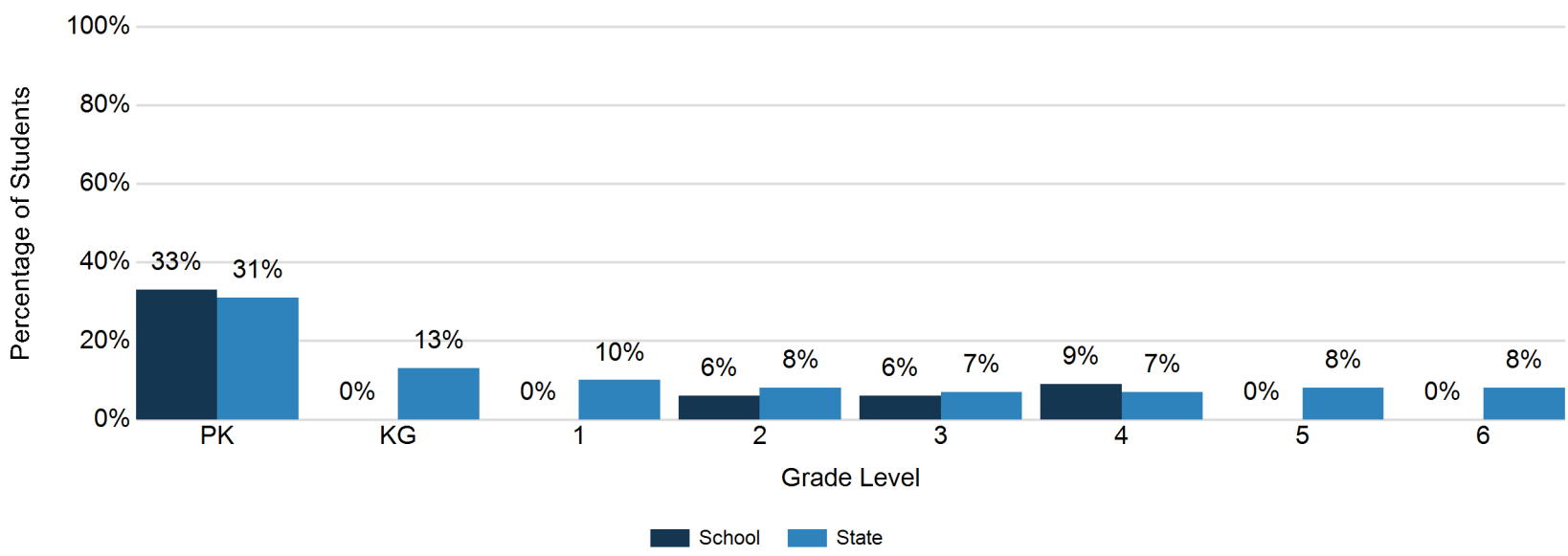
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N

**E. Roy Bixby**

(03-0440-030)

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2018-2019

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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	2:45 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

## Device Ratios

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

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



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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	67.7%	75.3%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	7.1	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

## Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	274:1	113:1
Teachers to Administrators	31:1	10:1
Students to Librarians/Media Specialists		565:1
Students to Nurses		565:1
Students to Counselors		377:1
Students to Child Study Team Members		188:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.6%	87.1%	0.0%	48.4%	77.1%	54.9%
Male	54.4%	12.9%	100.0%	51.6%	22.9%	45.1%
White	19.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	66.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.7%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%

**E. Roy Bixby**

(03-0440-030)

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2018-2019

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## Per-Pupil Expenditures by Source

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

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

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

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

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



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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).

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.3%	66.8%	68.0%
Math Proficiency	69.8%	66.2%	69.6%
ELA Growth	63	62	60
Math Growth	64	63	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	50.0%
Chronic Absenteeism	3.2%	4.9%	3.2%

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

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(03-0440-030)

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	**	**	n/a	Met	No
English Learners	**	**	**	**	**	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 the school or district directly.



### Highlights:

- E. Roy Bixby School has received the ranking by the NJDOE as being one of the top 50 elementary and middle schools in the State of New Jersey in 2017.
- Students have access to a new state of the art media center to enhance 21st Century skills. Students in grades Kindergarten through six have Chromebook carts in their classroom
- E. Roy Bixby School has expanded its Special Education Program making it one of the best programs in our area. We have grown our Special Education program to include ABA trials and behaviorists.



### Mission, Vision, Theme:

The E. Roy Bixby Elementary School has a great appreciation for providing its students with a safe environment wrapped into an admiration for learning. The school is home to a population of approximately 300 students in grades Pre-kindergarten through six. The school maintains its commitment to academic excellence and the promotion of social-emotional growth of all students regardless of affiliation.



### Awards, Recognition, Accomplishments:

Ranked 43 out of the top 50 elementary/middle schools in the State of New Jersey by the NJDOE in 2017. Our 2019 NJSLA math scores in grades 4 and 6 were one of the highest in our DFG. Our 2019 NJSLA ELA scores in grade 4 were once again one of the highest in our DFG. Awarded a grant from the BCUA for our recycling program.



**E. Roy Bixby**

(03-0440-030)

Grades Offered: PK-06

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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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 the school or district directly.



### Courses, Curriculum, Instruction:

The expectations outlined in the New Jersey Student Learning Standards are met and exceeded. The teachers work diligently to meet the individual learning styles of all the students through differentiated instruction and student-centered learning. We utilize the Teacher's College Readers' Writers' Workshop Model, Envision Math Series 2.0 and Elevate Science. There are many specialists who work with classroom teachers to help meet the needs of the students. In addition to the daily instruction in the core academic subjects, students receive weekly instruction in art, music, media, Spanish and physical education. The school also provides a program for gifted and talented students in which they receive additional instruction. New to the school for 2019 is a social and emotional wellness period build into all the schedules in grades K-6.



### Clubs and Activities:

Student Council Garden Club Week of the Arts Yearbook Safety Patrol Band





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 <p><b>Before and After School Programs:</b></p>	<p>E. Roy Bixby School runs a breakfast program daily before school begins each day. After school we run activities such as safety patrol, garden club, yearbook, band and extra academic help for all students.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>A schedule was created school-wide to provide Common Planning period for all grade levels. This gives teachers time to collaborate weekly to ensure all students are receiving high quality instruction and the teacher's pacing is aligned to the curriculum.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>E. Roy Bixby School has a full time school counselor/social worker and school psychologist. They are available to help all the students with a variety of issues and challenges they face daily. They provide counseling services, run lunch groups, character education programs as well as a variety of other activities deemed appropriate for the students. We also have a partnership with CarePlus to help those students in need.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>We offer breakfast to our students daily as well as a balanced lunch program. Our students receive recess daily, along with physical education two times a week.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our PTO is a vital part of our school. They provide assistance to ALL students at Bixby School. They purchase many items for our students, which include yearly folders, field trips for each class as well as refreshments for our end of year activities.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>E. Roy Bixby has undergone extensive renovations. The building was painted, additional cameras were installed throughout the interior and exterior of the building, an extensive lintel project was completed ensuring the structure of the building, additional water bottle filling stations were installed and a new state of the art media center was built to enhance learning. Windows will be replaced throughout the entire building this Spring.</p>
 <p>School Safety:</p>	<p>E. Roy Bixby School provides a safe learning environment for all our students. We continue to add cameras throughout the building each year. We also have a school safety team which meets throughout the year to discuss ways to improve school safety for all the students. We have added a SLEO 3 to our school this year as well as a new one button lock-down system.</p>



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Early Childhood Education:

E. Roy Bixby School has a Pre-K disabled program that has expanded vastly over the past few years. This program continues to grow each year. We have added behaviorists and ABA trials to maximize student potential.



**Lillian M. Steen**  
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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Bergen
District	Bogota Public School District
Principal Name	Ms. Dayle Santoro
Address	134 W. Main BOGOTA, NJ 07603
Phone Number	201-342-6446
Email Address	<a href="mailto:dsantoro@bogotaboec.com">dsantoro@bogotaboec.com</a>
Website	<a href="https://www.bogotaboec.com">https://www.bogotaboec.com</a>
Twitter	<a href="https://www.LillianMSteen1">https://www.LillianMSteen1</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	34	32	38
1	50	40	32
2	53	49	42
3	42	53	48
4	37	43	53
5	40	42	43
6	40	46	42
Total	296	305	312

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.9%	46.2%	49.7%
Male	54.1%	53.8%	50.3%
Economically Disadvantaged Students	49.0%	48.2%	44.9%
Students with Disabilities	11.5%	14.1%	16.3%
English Learners	8.1%	5.9%	6.1%
Homeless Students	1.7%	1.6%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	1.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.5%	22.3%	11.5%
Hispanic	60.1%	54.4%	65.1%
Black or African American	9.8%	11.1%	9.6%
Asian	13.2%	11.5%	12.5%
Native Hawaiian or Pacific Islander	0.7%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	2.4%	0.3%	1.3%

### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	34	32	38

### 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	77.2%
Spanish	17.9%
Urdu	1.6%
Arabic	1.0%
Other Languages	2.2%



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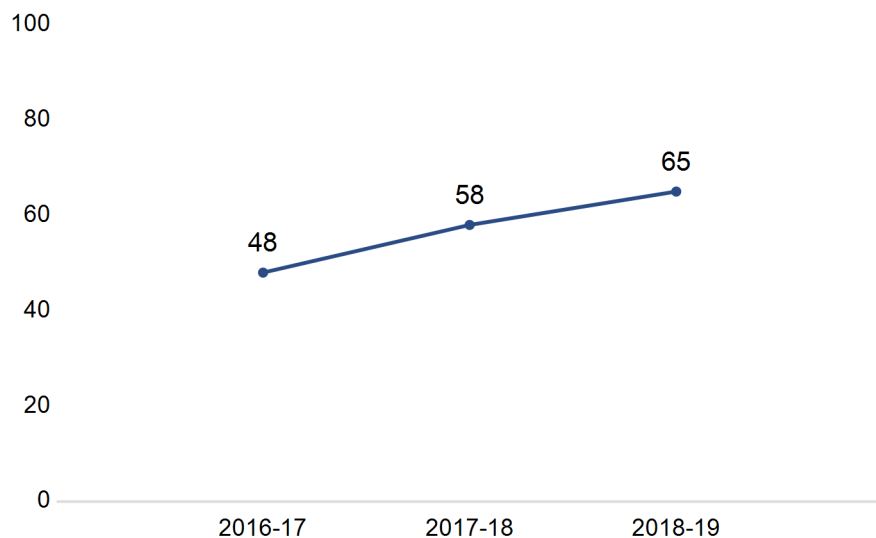
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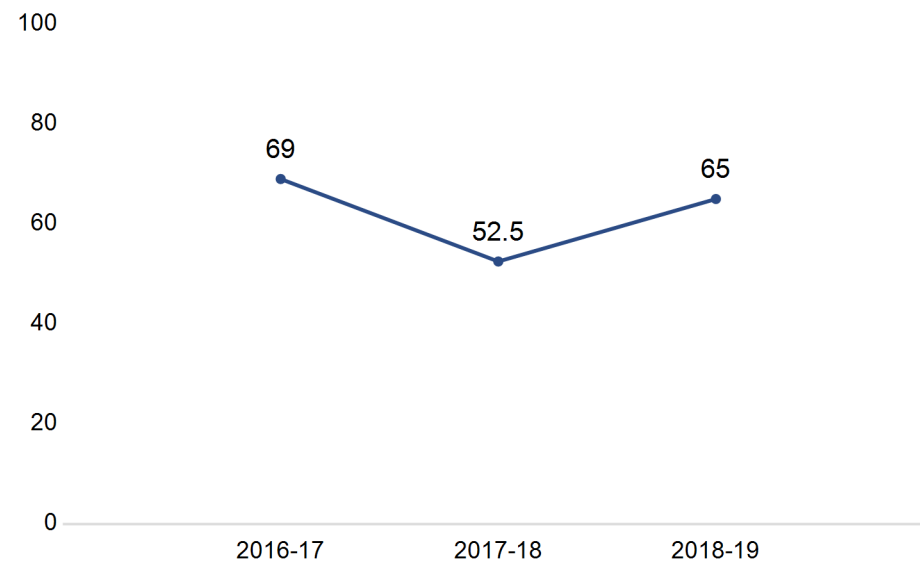
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	58	65	69	52.5	65
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	65	53.5	50	Exceeds Standard	65	55.5	50	Exceeds Standard
White	64.5	50	50	**	51	47.5	52	**
Hispanic	67	57	49	Exceeds Standard	69.5	57	47	Exceeds Standard
Black or African American	41.5	38	45	**	42	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	70	59	**	*	58.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	71.5	55	53	N	67	57	50	N
Male	56.5	53	47	N	62	54	51	N
Economically Disadvantaged Students	70.5	55	48	Exceeds Standard	63	55	46	Exceeds Standard
Students with Disabilities	42	35	43	Met Standard	63.5	49.5	45	Exceeds Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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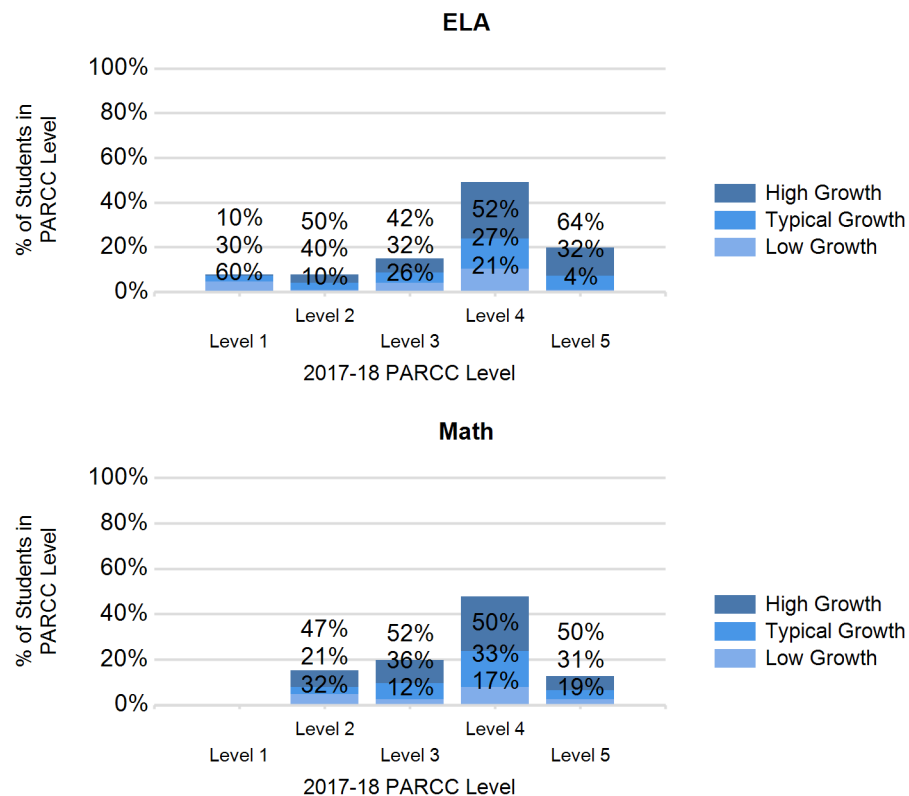
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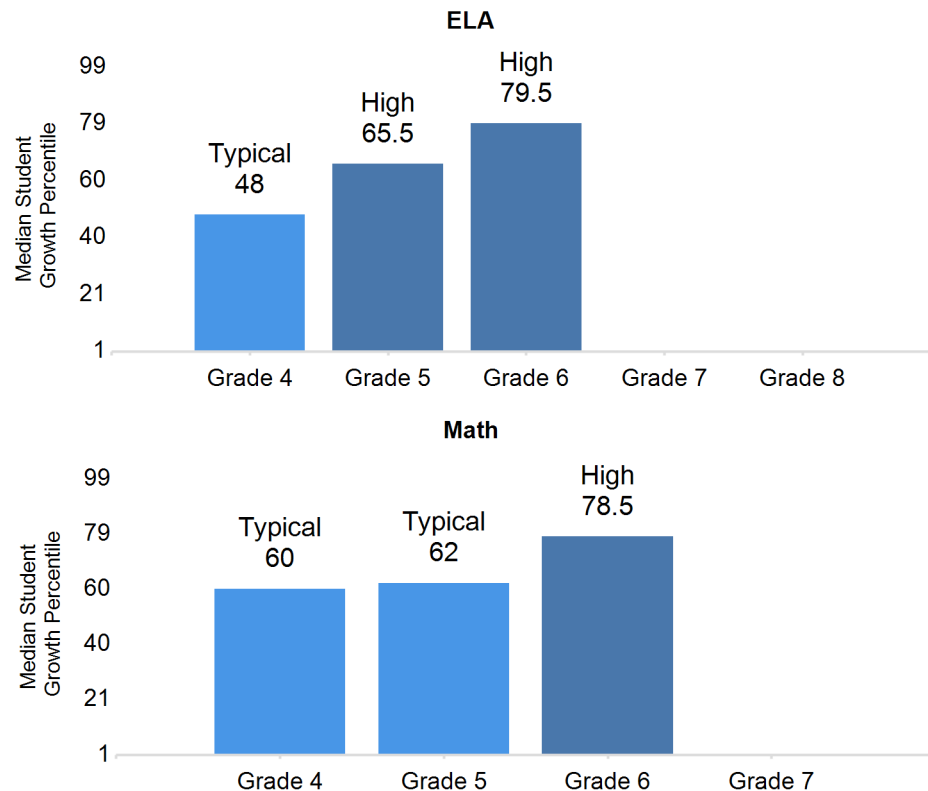
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.





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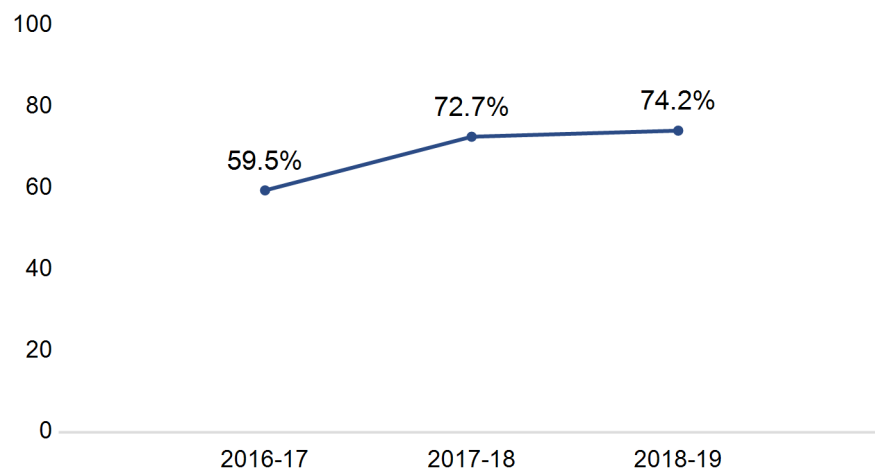
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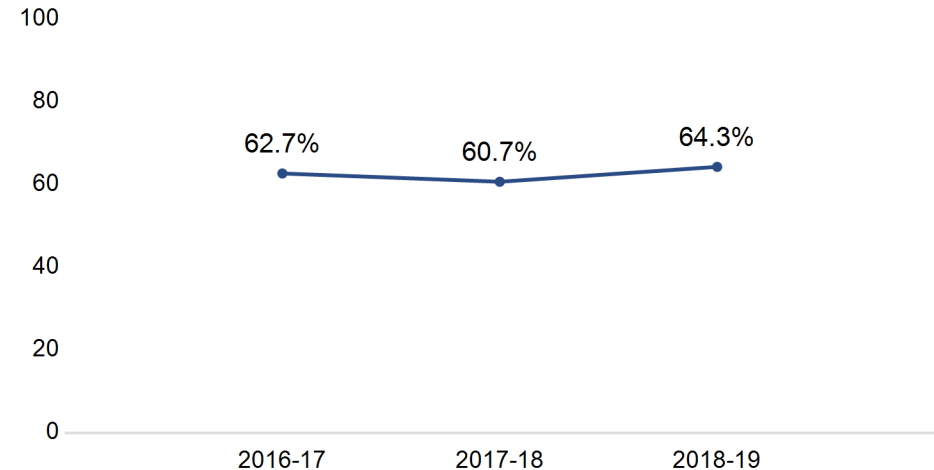
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	97.2%	95.3%	96.3%	96.7%	95.3%
Proficiency Rate for Federal Accountability	59.5%	72.7%	74.2%	62.7%	60.7%	64.3%
Annual Target	63.4%	64.2%	65.1%	48.2%	49.8%	51.5%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	182	95.3	74.2	69.6	57.9	74.2	65.1	Met Target
White	22	95.7	63.6	70.7	66.9	63.6	75.7	Met Target†
Hispanic	118	95.2	76.3	67.8	43.9	76.3	63.6	Met Target
Black or African American	21	100.0	57.1	*	38.5	57.1	54	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	91.1	82.9	*	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	91	97.8	83.5	78.2	64.8	83.5		
Male	91	92.9	64.8	61.9	51.3	64.0		
Economically Disadvantaged Students	86	95.6	72.1	67.0	40.0	72.1	64.8	Met Target
Non-Economically Disadvantaged Students	96	95.0	76.0	71.9	67.9	76.0		
Students with Disabilities	36	90.0	19.4	17.4	22.7	18.4	38.6	Not Met
Students without Disabilities	146	96.7	87.7	80.5	65.1	87.7		
English Learners	*	*	*	46.2	29.3	*	**	**
Non-English Learners	*	*	*	70.6	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



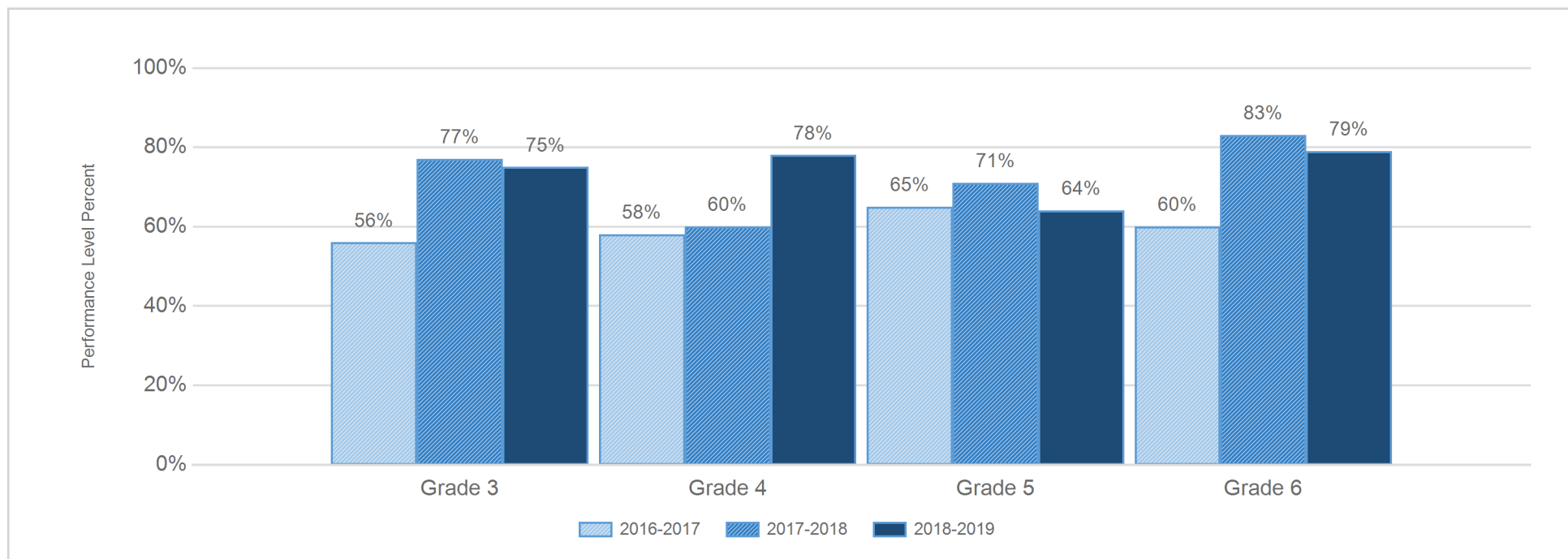
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## English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	776	761	748	*	*	*	52%	23%	75%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	29	774	762	734	*	*	*	*	*	76%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	811	*	773	0%	0%	0%	*	*	100%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	23	775	761	753	*	*	*	*	*	83%	55%
Male	25	777	761	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	21	770	757	731	*	*	*	*	*	71%	33%
Non-Economically Disadvantaged Students	27	781	764	759	*	*	*	*	*	78%	61%
Students with Disabilities	*	*	738	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	765	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	777	772	755	*	*	*	42%	36%	78%	57%
White	*	*	782	763	*	*	*	*	*	*	67%
Hispanic	34	775	773	743	*	*	*	38%	38%	76%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	27	783	770	760	*	*	*	*	*	89%	62%
Male	23	770	774	750	*	*	*	*	*	65%	53%
Economically Disadvantaged Students	23	773	770	740	*	*	*	*	*	74%	40%
Non-Economically Disadvantaged Students	27	781	774	765	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	722	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	783	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	50	777	*	758	*	*	*	42%	36%	78%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Lillian M. Steen**  
(03-0440-050)  
Grades Offered: PK-06  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	44	763	774	756	*	*	*	41%	23%	64%	58%
White	*	*	785	764	*	*	*	*	*	*	68%
Hispanic	27	760	768	743	*	*	*	*	*	63%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	23	771	779	761	*	*	*	*	*	74%	64%
Male	21	755	768	750	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	25	754	762	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	19	775	789	766	*	*	*	*	*	74%	69%
Students with Disabilities	*	*	719	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	784	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	44	763	774	758	*	*	*	41%	23%	64%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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(03-0440-050)  
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## English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	39	775	771	754	*	*	*	44%	36%	79%	56%
White	*	*	765	762	*	*	*	*	*	*	65%
Hispanic	28	784	775	743	*	0%	*	50%	39%	89%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	18	795	786	762	*	*	*	*	*	89%	64%
Male	21	758	757	748	*	*	*	*	*	71%	48%
Economically Disadvantaged Students	18	780	772	740	*	*	*	*	*	89%	39%
Non-Economically Disadvantaged Students	21	770	769	763	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	718	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	784	761	*	*	*	*	*	*	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	39	775	*	756	*	*	*	44%	36%	79%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	182	95.3	64.3	49.0	44.5	64.3	51.5	Met Target
White	22	95.7	63.6	46.6	54.1	63.6	58.8	Met Target
Hispanic	118	95.2	64.4	47.9	28.8	64.4	49.2	Met Target
Black or African American	21	100.0	47.6	*	23.0	47.6	54	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.6	76.5	*	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	91	97.8	65.9	50.9	44.9	65.9		
Male	91	92.9	62.6	47.2	44.2	61.9		
Economically Disadvantaged Students	86	95.6	57.0	45.4	26.3	57.0	46.8	Met Target
Non-Economically Disadvantaged Students	96	95.0	70.8	52.1	54.9	70.8		
Students with Disabilities	36	90.0	19.4	*	17.4	18.5	30.6	Not Met
Students without Disabilities	146	96.7	75.3	*	50.0	75.3		
English Learners	*	*	*	24.1	25.0	*	**	**
Non-English Learners	*	*	*	50.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



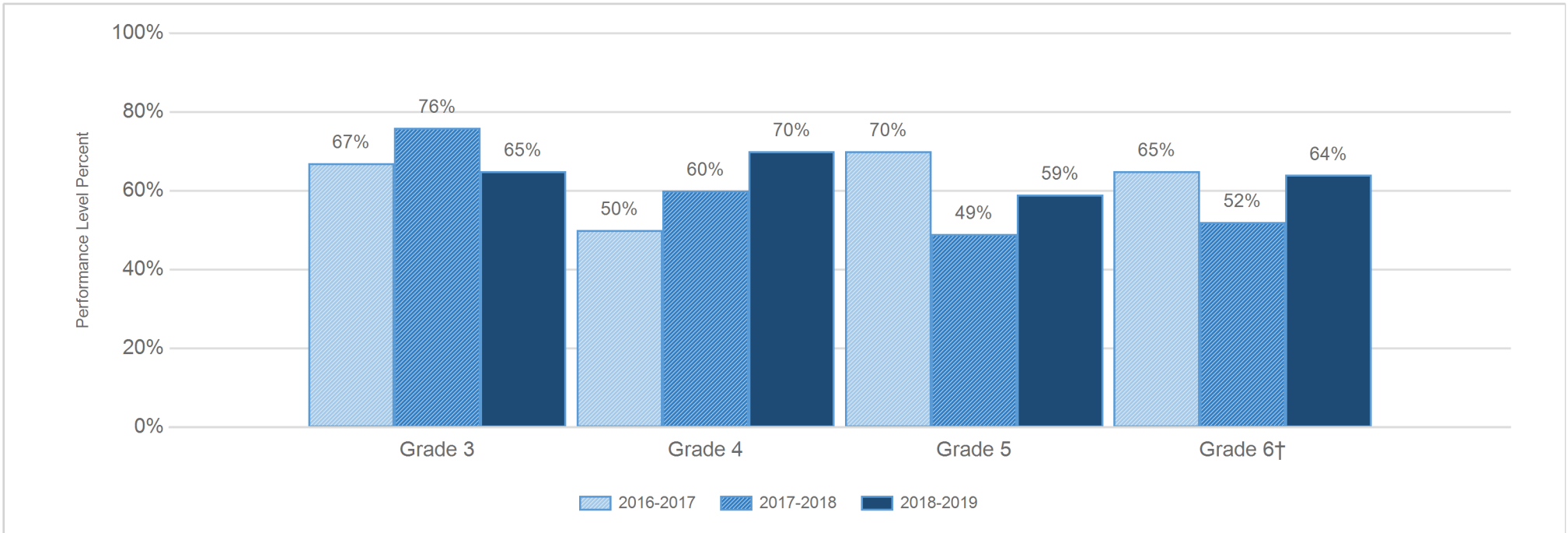
**Lillian M. Steen**  
(03-0440-050)  
Grades Offered: PK-06  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	764	767	752	0%	*	27%	*	*	65%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	29	765	769	739	0%	*	*	*	*	62%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	778	*	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	23	761	767	751	0%	*	*	*	*	65%	54%
Male	25	767	767	752	0%	*	*	*	*	64%	56%
Economically Disadvantaged Students	21	758	763	737	0%	*	*	*	*	52%	37%
Non-Economically Disadvantaged Students	27	768	769	761	0%	*	*	*	*	74%	67%
Students with Disabilities	*	*	744	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	767	763	749	*	*	22%	50%	20%	70%	51%
White	*	*	770	757	*	*	*	*	*	*	62%
Hispanic	34	766	761	737	*	0%	*	*	*	68%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	27	764	756	749	*	*	*	*	*	67%	50%
Male	23	770	769	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	23	761	757	734	*	*	*	*	*	61%	32%
Non-Economically Disadvantaged Students	27	772	767	759	*	*	*	*	*	78%	63%
Students with Disabilities	*	*	724	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	771	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	50	767	*	751	*	*	22%	50%	20%	70%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	44	754	763	747	0%	23%	*	*	*	59%	47%
White	*	*	771	755	*	*	*	*	*	*	58%
Hispanic	27	752	758	735	0%	*	*	*	*	59%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	23	755	765	747	0%	*	*	*	*	65%	47%
Male	21	753	762	747	0%	*	*	*	*	52%	47%
Economically Disadvantaged Students	25	743	751	732	0%	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	19	769	779	757	0%	*	*	*	*	84%	59%
Students with Disabilities	*	*	722	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	771	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	44	754	763	749	0%	23%	*	*	*	59%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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
<b>Schoolwide</b>	39	753	754	741	*	*	*	*	*	64%	41%
White	*	*	755	749	*	*	*	*	*	*	51%
Hispanic	28	759	755	729	*	*	*	*	*	68%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	18	759	760	742	*	*	*	*	*	67%	42%
Male	21	748	748	740	*	*	*	*	*	62%	40%
Economically Disadvantaged Students	18	756	750	726	*	*	*	*	*	78%	21%
Non-Economically Disadvantaged Students	21	752	756	750	*	*	*	*	*	52%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	766	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	39	753	*	743	*	*	*	*	*	64%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	N	N

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	83.3%	**	**

† 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	13	*	*
3-4	*	*	*
5 or more	*	*	*



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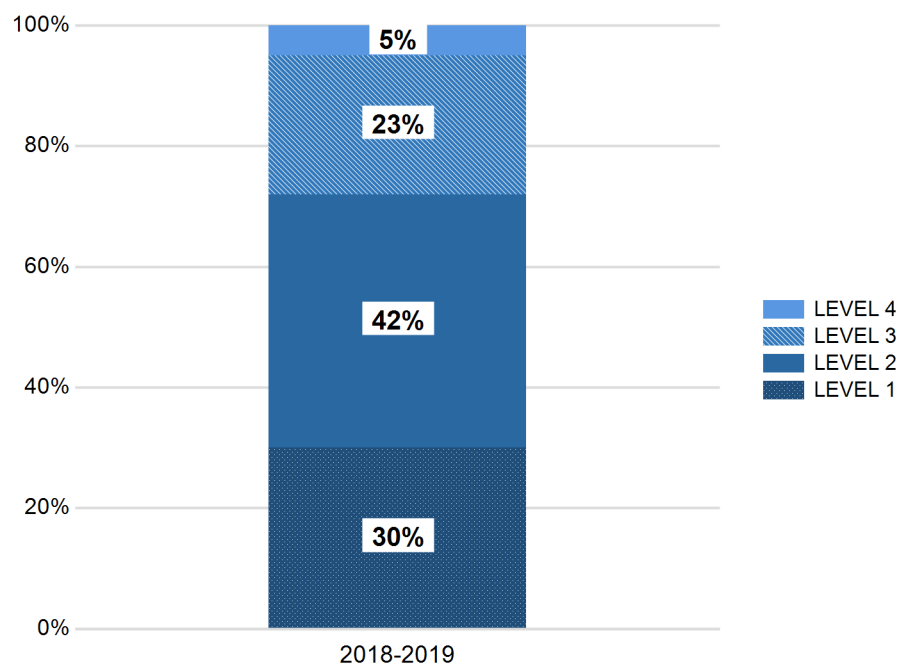
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	30	42	23	5
White	30	40	20	10
Hispanic	33	38	29	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	35	35	30	0
Male	25	50	15	10
Economically Disadvantaged Students	42	46	13	0
Non-Economically Disadvantaged Students	16	37	37	11
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	30	42	23	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

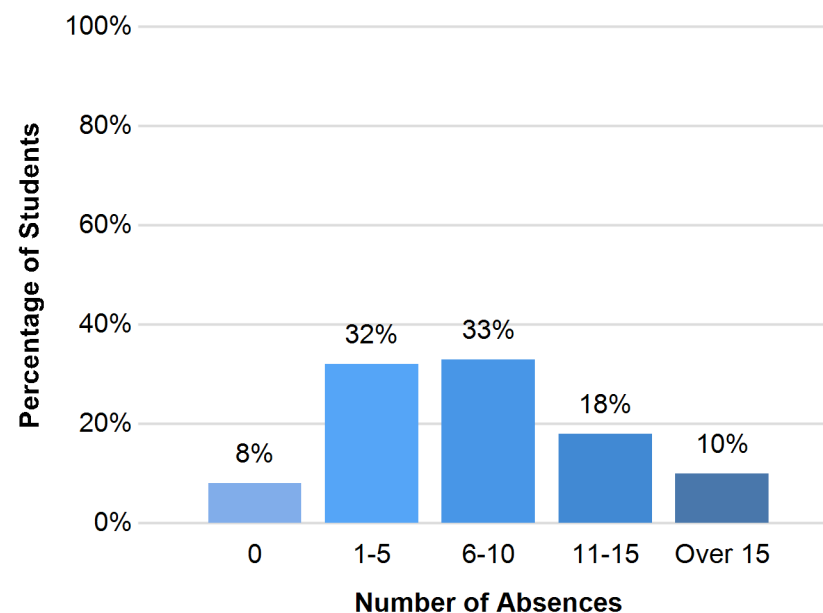
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	4.9	8.8	Met
White	5	13.5	8.8	Not Met
Hispanic	10	5.1	8.8	Met
Black or African American	*	*	8.8	Met
Asian, Native Hawaiian, or Pacific	0	0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	5.4		
Male	7	4.5		
Economically Disadvantaged Students	7	5.2	8.8	Met
Students with Disabilities	3	5.0	8.8	Met
English Learners	1	5.6	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Lillian M. Steen**

(03-0440-050)

Grades Offered: PK-06

2018-2019

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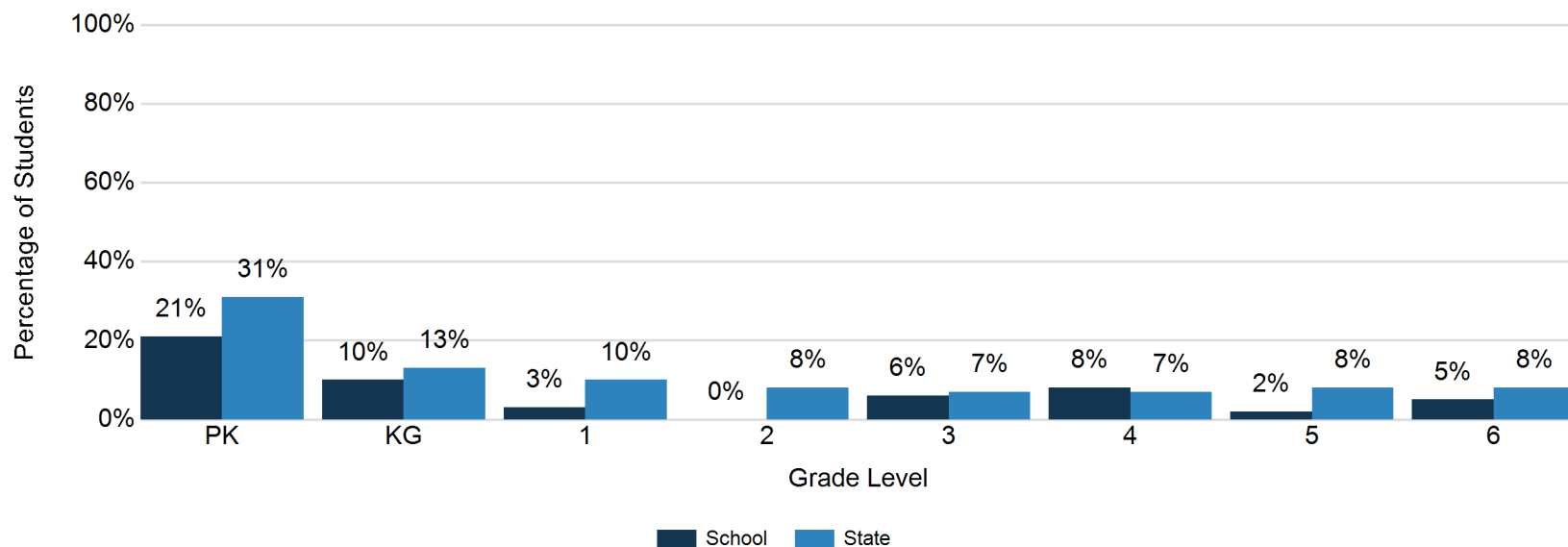
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.64

### 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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
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	0	0.0%
Any Suspension	*	*
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	8:20 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.8	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	10.4	16.0
Average years experience in district	7.1	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

## Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	312:1	113:1
Teachers to Administrators	28:1	10:1
Students to Librarians/Media Specialists		565:1
Students to Nurses		565:1
Students to Counselors		377:1
Students to Child Study Team Members		188:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	89.3%	100.0%	48.4%	77.1%	54.9%
Male	50.3%	10.7%	0.0%	51.6%	22.9%	45.1%
White	11.5%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	65.1%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 39%

Admin N/A

#### Master's Degree

Teacher 61%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.7%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	98.0%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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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).

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.5%	72.7%	74.2%
Math Proficiency	62.7%	60.7%	64.3%
ELA Growth	48	58	65
Math Growth	69	52	65
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	83.3%
Chronic Absenteeism	2.3%	6.5%	4.9%

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



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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Target†	Met Target	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- This year we added a preschool program to our school. This is an inclusion class where fifteen students have the opportunity to come to school starting at three years old.
- The Media Center underwent a full renovation in order to make it conducive to 21st century learning. It has a variety of flexible seating and a computer cart.
- The Student Council organized a Day of Service in honor of Dr. Martin Luther King Jr. Each grade level partook in a service activity to better the community.



### Mission, Vision, Theme:

The goal at Lillian M. Steen Elementary School is to equip our students with the necessary tools for high school and beyond. Our students learn how to be good citizens in our school community. By emphasizing the importance of contributing to our school community students are able to learn valuable lessons for the future. Academically we are continually striving for excellence. Our curriculum challenges the students to engage in out of the box thinking and acquire vital problem solving skills.



### Awards, Recognition, Accomplishments:

Lillian M. Steen School was awarded the Bergen County Utilities Authority grant as recognition for our recycling program that we have implemented at the school. Two fourth grade student won the Bergen County Poster contest their picture was included in the 2020 calendar. Each month students have the opportunity to be recognized for their outstanding citizenship through our character education program. Our 2019 NJSLA math and ela scores in grades 4 and 6 were one of the highest in our DFG.



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#### Courses, Curriculum, Instruction:

At Lillian M. Steen School we continue to offer a curriculum that challenges and excites our students. We use Reader's and Writer's Workshop model in kindergarten through sixth grade. The Envision Math series is utilized in all of our grade levels. We have implemented the Elevate Science program which focuses on hands on learning for students. All students receive weekly instruction in Art, Media, and Spanish. Students participate twice a week in Physical Education. The school also provides a gifted and talented program where students receive supplemental instruction. The 2019 school year all Kindergarten through sixth grade students have a specific class period that is dedicated to addressing the social and emotional needs of the students.



#### Clubs and Activities:

The students at Lillian M. Steen School have an opportunity to participate in after school clubs. All 5th and 6th grade students are able to run for a position in our Student Congress. The students who run for executive board positions deliver speeches to the student body. Student Congress during the course of the year holds fundraisers, and organizes various activities to better our school. The Garden Club meets in the spring to maintain and plant our garden, the students help teachers plant flowers, and vegetables. Our 6th grade students have the opportunity to join safety patrol and become role models for our younger students.





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 <p><b>Before and After School Programs:</b></p>	<p>The school runs a breakfast program for students before the school day begins. The school has partnered with Rutgers University to run the Rutgers Reading Club after school which helps struggling reading improve their reading confidence and fluency.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The staff at Lillian M. Steen School is encouraged to attend workshops and conferences in order to deepen their knowledge and understanding of their profession and curriculum. All grade level teachers meet on a weekly basis to align curriculum and plan the scope and sequence of their lessons. These meetings are also used to discuss PARCC data and plan for a successful year. This year all staff members received training on the new Elevate Science curriculum that we have implemented. Teachers have also received training on various Google platforms in order to successfully use technology throughout the curriculum.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Students are encouraged to come to extra help session both before and after school on a daily basis. Teachers are able to bring students who are struggling academically to the I&amp;RS team. This team is comprised of teachers and administrator, who offer innovative suggestions in order to differentiate instruction for these specific students. At Lillian M. Steen School we employ a full time Social Worker who meets with students who have social and emotional needs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>At Lillian M. Steen School we provide breakfast every morning to any student who wants to attend. All of our students in kindergarten through sixth grade have a twenty minute recess. During recess students play with hula-hoops, jump ropes, and basketballs. We also have two box ball courts that allow all students ample opportunity to play. Our full time school nurse conducts all necessary screening for students throughout the year.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Lillian M. Steen School is proud of its school-community relationship. The Parent Teacher's Organization (PTO) is a tremendously active group that seeks to support our students and teachers. The PTO sponsors various educational assemblies for our whole school, as well as supplementing the cost of field trips for every student. The monthly meetings, which are held the first Wednesday of every month, strengthen the home school connection, which is essential to foster and maintain.</p>






**Lillian M. Steen**  
(03-0440-050)  
Grades Offered: PK-06  
2018-2019

**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

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: No</p>
 <p><b>Facilities:</b></p>	<p>Although our original building was built in 1910 it is a well maintained facility. There was a large addition put onto the building, which added more classrooms and an expansive gymnasium. There is a large media center which holds an extensive library book collection. Our Steen School Garden provides a beautiful space that allows students to read while in nature. We have also retiled the hallways on the first floor. We are continually repainting classrooms during the course of the year. All floors have a water bottle filling station.</p>
 <p><b>School Safety:</b></p>	<p>We conduct various safety drills monthly in order to make sure our students and faculty would be prepared in the event of an emergency. Each year we review our safety procedures in order to ensure the utmost efficiency. Our School Safety committee which is comprised of teachers, administrator and parents meets in order to discuss any issue that arises and helps maintain our high standard of safety.</p>





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 <p><b>Technology and STEM:</b></p>	<p>Each tested grade level has access to their own Chromebook cart. Teachers are continually infusing technology into their lessons in order to ensure that students are equip with 21st century skills. Students regularly use various education products from Google in order to promote communication between teachers and students. Through the Elevate Science program students are engaged in various hands on experiments.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The school has recently open a public inclusive preschool classroom through the Preschool Education Expansion Grant. This class hold 12 general education spots and 3 special education spots. The class, as a part of this grant, receives support through a Master Teacher of Early Childhood Education and a professor in residence from William Paterson University. Our preschool program has recently enrolled in Grow NJ Kids, a state ratings program to ensure quality preschool education. Our preschool utilizes the Creative Curriculum, a researched based curriculum that develops 7 differents areas of early childhood education.</p>



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### Other Information

Each year our school emphasizes the importance of the Arts during our Week of the Arts Celebration. During that week we have multiple assemblies that highlight various cultures and music. The students showcase their own talents during their talent show and our faculty also performs or conducts workshops throughout the week. The students who are nominated by their teachers receive recognition letters that are mailed home. Our 5th and 6th grade students have an opportunity to perform during both our winter and spring concert. We offer Gifted and Talented classes to students who qualify in second through sixth grade. The students have various specials throughout the week such as Music, Art, Spanish and Physical Education. The faculty and staff strive to create a learning environment that excites students to learn and reach their potential.