

## DEMOGRAPHIC INFORMATION

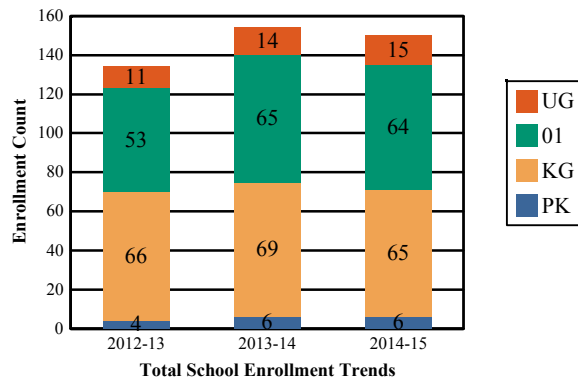
PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN PK-01

31-0420-020  
MARTHA B. DAY ELEMENTARY SCHOOL  
225 RAFKIND ROAD  
BLOOMINGDALE, NJ 07403

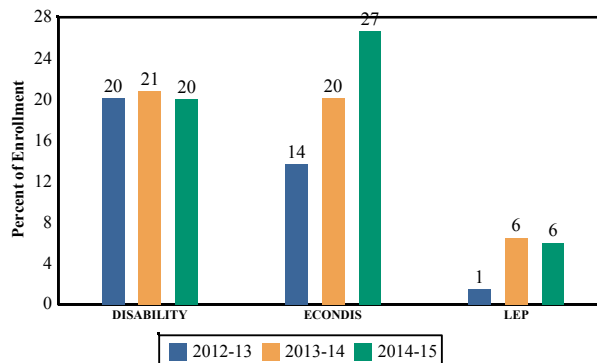
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



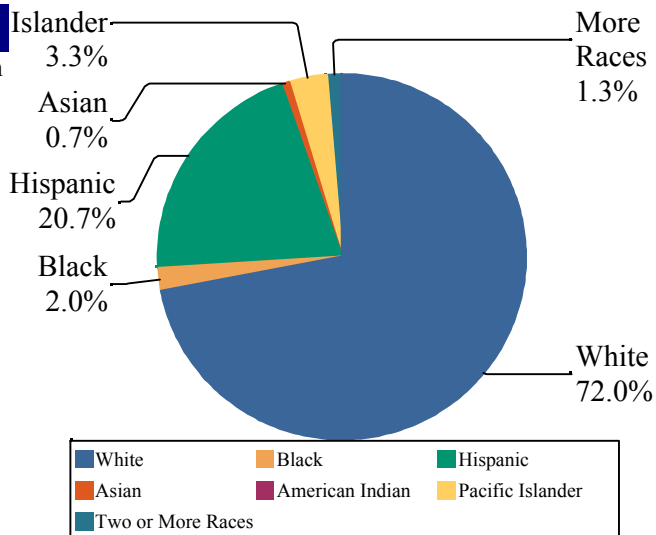
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



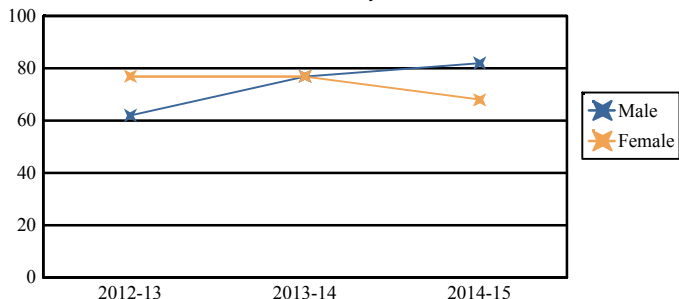
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	139
2013-14	154
2014-15	150

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	30	20%
Economically Disadvantaged Students	40	26.7%
English Language Learners	9	6.0%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	88.1%
Spanish	9.9%
Abkhazian	0.7%
Polish	0.7%
Portuguese	0.7%

	Male	Female
2012-13	62	77
2013-14	77	77
2014-15	82	68

**SCHOOL CLIMATE**

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**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	150



State of New Jersey  
2014-15

31-0420-030

OVERVIEW

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SAMUEL R. DONALD ELEMENTARY SCHOOL  
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BLOOMINGDALE, NJ 07403

GRADE SPAN 02-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

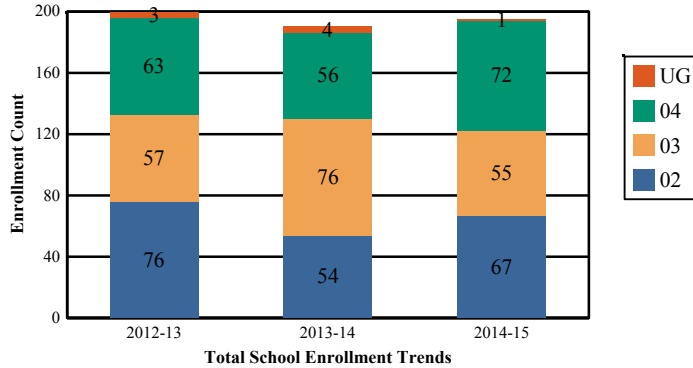
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**Enrollment by Grade**

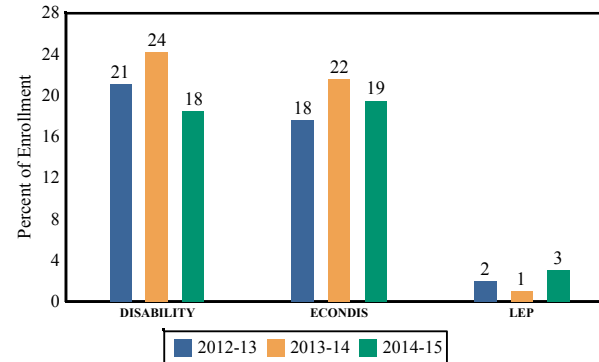
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

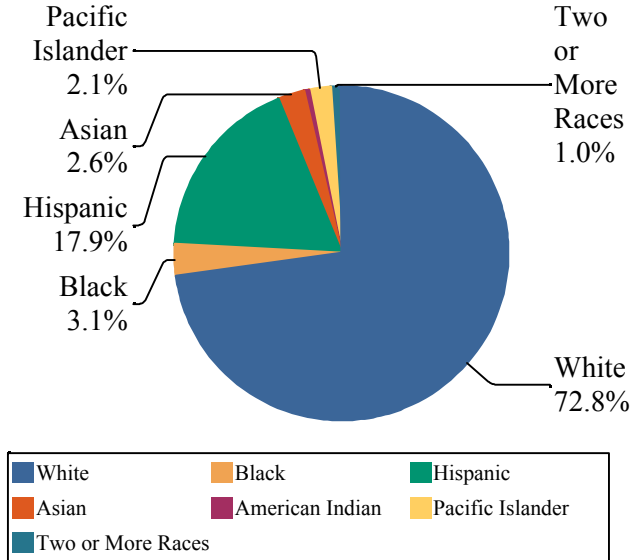
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

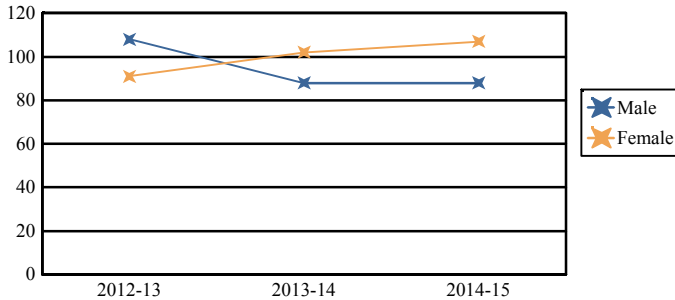
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	199
2013-14	190
2014-15	195

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	108	91
2013-14	88	102
2014-15	88	107

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	36	18%
Economically Disadvantaged Students	38	19.5%
English Language Learners	6	3.1%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.7%
Spanish	8.2%
Portuguese	4.1%
Polish	1.5%
Creoles and pidgins	0.5%
Arabic	0.5%
Other	1.5%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	55%	36	52
Math Met or Exceeded Expectation	38%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	112	54.5%	95%	95.2%	YES
White	85	57.7%	95%	93.5%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	114	37.7%	95%	95.3%	YES
White	85	37.6%	95%	93.5%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	760	744	9%	13%	21%	43%	15%	57%	44%
White	35	758	753	11%	9%	23%	43%	14%	57%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	745	724	17%	8%	33%	33%	8%	42%	24%

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	751	751	3%	14%	31%	43%	9%	52%	52%
White	50	754	758	2%	12%	28%	50%	8%	58%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	11	741	737	9%	27%	27%	18%	18%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	728	725	13%	33%	33%	20%	0%	20%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 02-04

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	740	746	6%	20%	37%	35%	2%	37%	46%
White	35	741	752	6%	17%	43%	31%	3%	34%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	732	730	8%	25%	42%	25%	0%	25%	26%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	742	744	2%	28%	32%	35%	3%	38%	42%
White	50	744	749	0%	28%	32%	36%	4%	40%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	11	733	732	9%	36%	18%	36%	0%	36%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	15	730	724	7%	40%	33%	20%	0%	20%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 02-04

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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

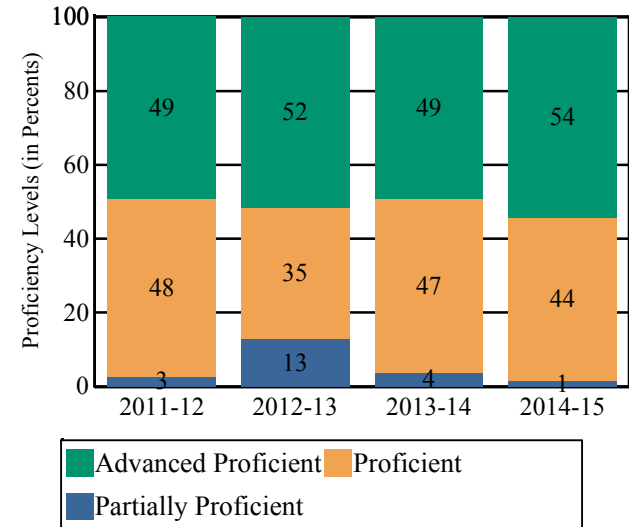
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	54%	44%	1%
White	59%	41%	0%
African American	-	-	-
Hispanic	36%	64%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	38%	62%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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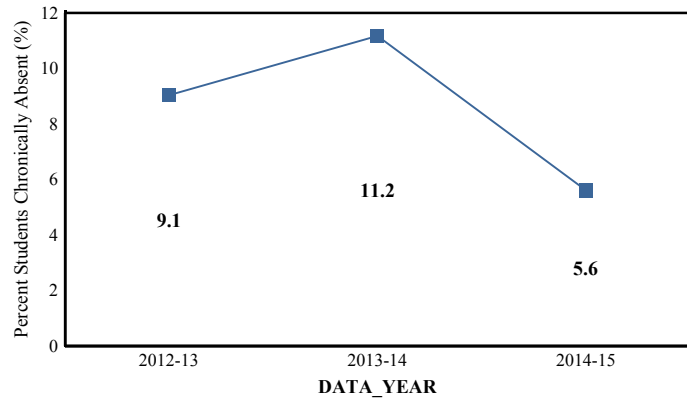
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

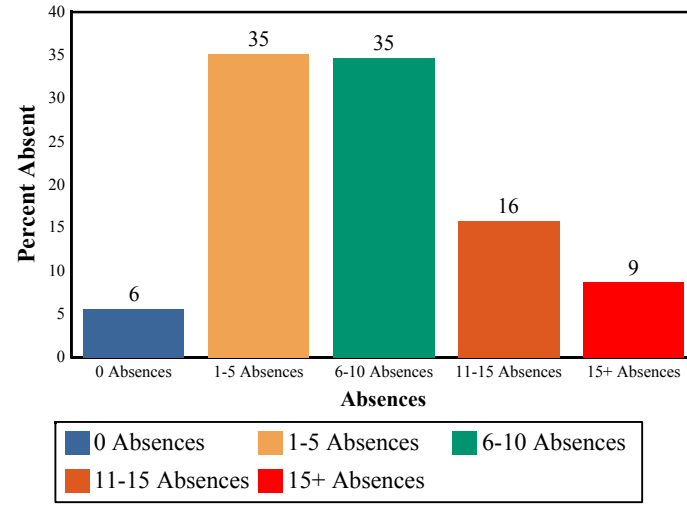
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.61%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	24	21	35	YES
Student Growth on Math	36	4	12	35	YES
		14	17		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	9%	6%	0%
Approached	13%	12%	4%
Met	10%	21%	13%
Exceeded	0%	4%	4%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	15%	9%	3%
Approached	16%	9%	7%
Met	10%	13%	12%
Exceeded	0%	0%	3%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
<b>99th</b>	845	850
<b>75th</b>	787	770
<b>50th</b>	756	743
<b>25th</b>	733	715
<b>0th</b>	662	650

Percentile	School Scale Score	State Scale Score
<b>99th</b>	792	850
<b>75th</b>	763	767
<b>50th</b>	735	745
<b>25th</b>	718	722
<b>0th</b>	684	650

	Scale Score Gap - School	Scale Score Gap - State
<b>25th vs 75th Gap</b>	54	55

	Scale Score Gap - School	Scale Score Gap - State
<b>25th vs 75th Gap</b>	45	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

PASSAIC  
BLOOMINGDALE BORO

SAMUEL R. DONALD ELEMENTARY SCHOOL  
29 CAPTOLENE AVENUE  
BLOOMINGDALE, NJ 07403

GRADE SPAN 02-04

**Grade Level - 04**

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	770	773
50th	751	750
25th	733	728
0th	665	650

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	761	764
50th	739	742
25th	722	721
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	43

**SCHOOL CLIMATE**

PASSAIC

BLOOMINGDALE BORO

GRADE SPAN 02-04

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.5%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	195

**SCHOOL PEER GROUP**

PASSAIC  
BLOOMINGDALE BORO

SAMUEL R. DONALD ELEMENTARY SCHOOL  
29 CAPTOLENE AVENUE  
BLOOMINGDALE, NJ 07403

GRADE SPAN 02-04

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	GRANT ELEMENTARY SCHOOL	03-1130-050	KG-05	14.4%	4.7%	10.5%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	WESTWOOD REGIONAL	WESTWOOD REGIONAL MIDDLE SCHOOL	03-5755-062	06-07	11.8%	0.5%	13.2%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	HELEN L BEELER	05-1420-055	KG-05	20.1%	0%	24.3%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	20.4%	0.9%	22.8%
BURLINGTON	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
CAMDEN	CHERRY HILL TWP	HORACE MANN ELEMENTARY SCHOOL	07-0800-075	KG-05	16.2%	1%	17.9%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MERCER	HAMILTON TWP	YARDVILLE ELEMENTARY SCHOOL	21-1950-260	PK-05	13.3%	2.9%	11.3%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	TAUNTON ELEMENTARY SCHOOL	25-2290-060	KG-05	18.4%	0%	21.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	PINE BROOK SCHOOL	25-2920-075	06	11.6%	0.5%	13.2%

**SCHOOL PEER GROUP**

PASSAIC  
BLOOMINGDALE BORO

SAMUEL R. DONALD ELEMENTARY SCHOOL  
29 CAPTOLENE AVENUE  
BLOOMINGDALE, NJ 07403

GRADE SPAN 02-04

MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	BLOOMINGDALE BORO	SAMUEL R. DONALD ELEMENTARY SCHOOL	31-0420-030	02-04	19.5%	3.1%	18.5%
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	POMPTON LAKES BORO	LENOX SCHOOL	31-4230-060	KG-05	18.5%	4.1%	16.1%
SOMERSET	HILLSBOROUGH TWP	SUNNYMEAD ELEMENTARY SCHOOL	35-2170-060	KG-04	18.1%	8%	10.1%
SUSSEX	HOPATCONG	DURBAN AVENUE ELEMENTARY SCHOOL	37-2240-035	04-05	21.7%	0%	26.4%
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%
WARREN	BLAIRSTOWN TWP	BLAIRSTOWN ELEMENTARY SCHOOL DISTRICT	41-0400-030	PK-06	15.8%	0.2%	18.7%

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

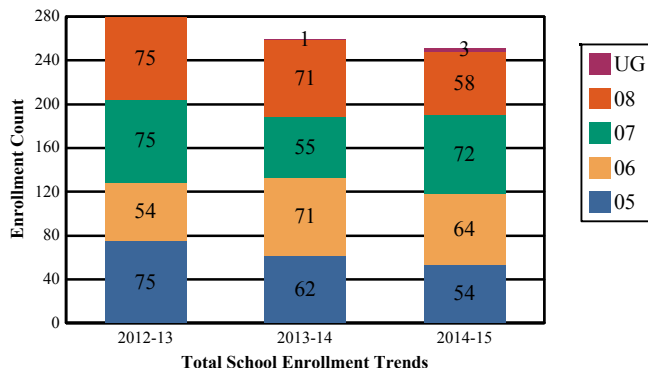
**DEMOGRAPHIC INFORMATION**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

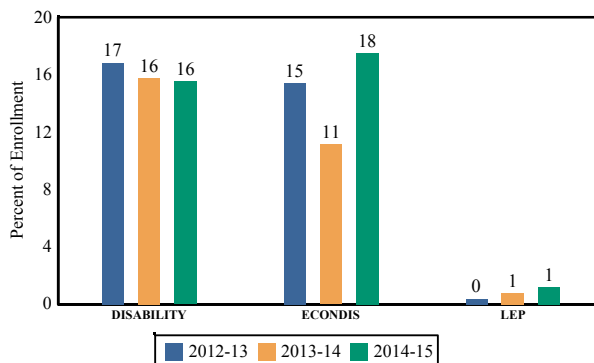
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



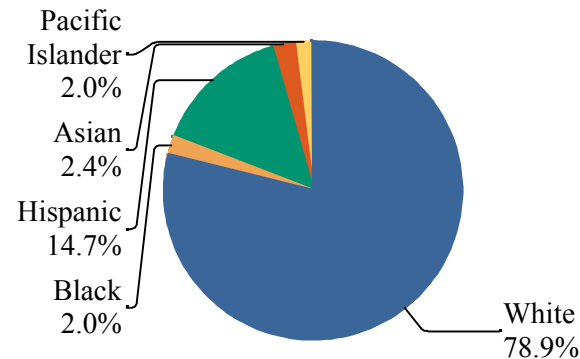
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

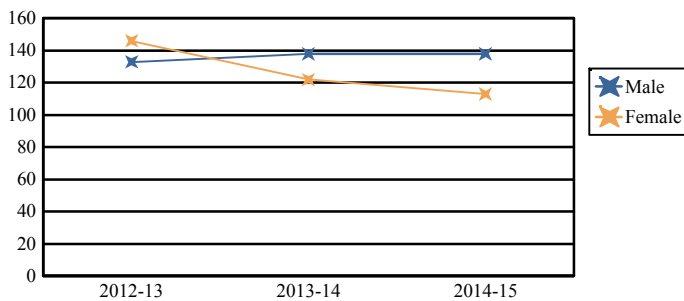


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	279
2013-14	260
2014-15	251

**Enrollment by Gender**

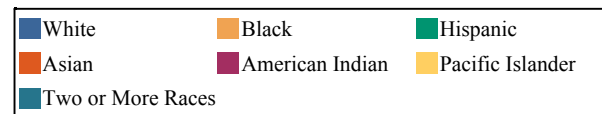
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	133	146
2013-14	138	122
2014-15	138	113

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	39	16%
Economically Disadvantaged Students	44	17.5%
English Language Learners	3	1.2%



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	80.5%
Portuguese	6.3%
Spanish	3.1%
Polish	2.7%
Pilipino	2.3%
Macedonian	1.6%
Other	3.5%

**ACADEMIC ACHIEVEMENT**

**PASSAIC  
BLOOMINGDALE BORO**

**GRADE SPAN 05-08**

**WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>52%</b>	<b>30</b>	<b>58</b>
Math Met or Exceeded Expectation	<b>33%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	239	52.3%	95%	95%	<b>YES</b>
White	190	53.6%	95%	94.2%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	33	42.4%	95%	97.3%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	39	15.4%	95%	85.4%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	31	38.7%	95%	94.3%	-

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	240	33.4%	95%	95%	YES
White	190	36.8%	95%	94.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	39	10.3%	95%	85.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	31	25.8%	95%	94.3%	-

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	747	751	8%	19%	28%	42%	4%	45%	53%
White	39	749	757	8%	18%	23%	49%	3%	51%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	725	723	15%	54%	15%	15%	0%	15%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	729	734	23%	15%	38%	23%	0%	23%	31%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	754	749	0%	10%	28%	54%	8%	62%	50%
White	48	757	755	0%	8%	25%	56%	10%	67%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	741	750	11%	17%	35%	24%	13%	37%	53%
White	60	740	757	12%	18%	35%	22%	13%	35%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	761	750	2%	13%	17%	61%	7%	69%	53%
White	43	762	757	2%	12%	19%	60%	7%	67%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	741	744	9%	21%	38%	30%	2%	32%	42%
White	39	742	749	5%	28%	31%	33%	3%	36%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	714	724	31%	54%	0%	15%	0%	15%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	730	731	23%	8%	46%	23%	0%	23%	23%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	745	743	2%	20%	38%	38%	3%	41%	42%
White	48	749	749	0%	19%	33%	44%	4%	48%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	733	740	7%	23%	46%	23%	1%	24%	38%
White	60	735	745	7%	20%	47%	25%	2%	27%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	724	726	18%	21%	47%	15%	0%	15%	24%
White	26	720	732	23%	12%	54%	12%	0%	12%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	762	740	0%	0%	24%	76%	0%	76%	40%
White	17	765	746	0%	0%	18%	82%	0%	82%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**NJASK Results - Science Grade Level - 08**

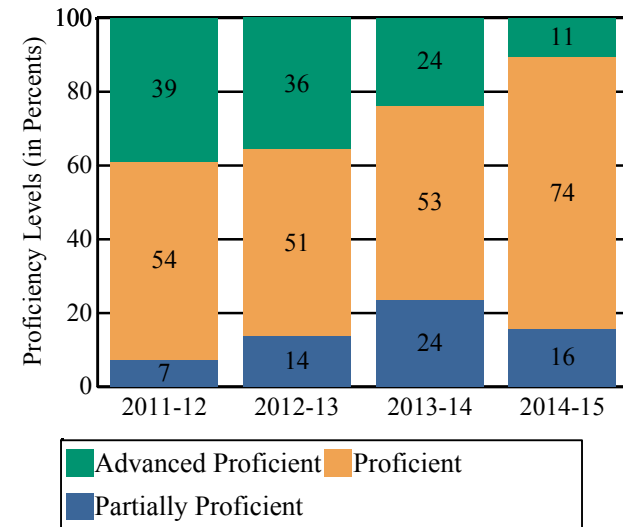
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	74%	16%
White	11%	73%	16%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	33%	58%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
21	21

**Algebra I Test Taking**

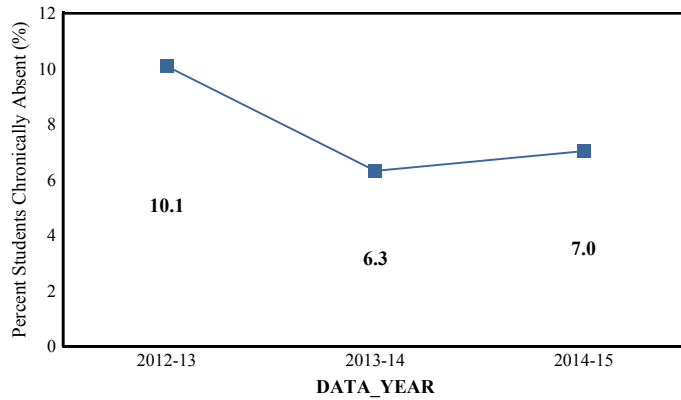
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
85.7%	76.2%

- Data Suppressed to protect the confidentiality of students

**Chronic Absenteeism Trend**

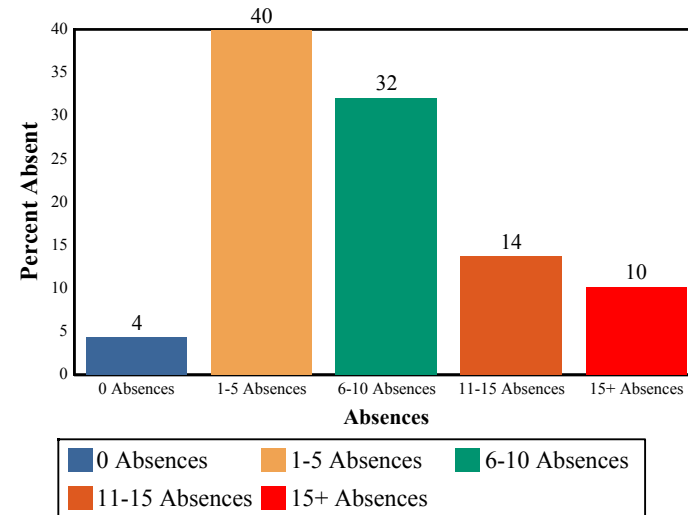
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>7.03%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	37.1%	66.0%
Visual Arts	100.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**PASSAIC  
BLOOMINGDALE BORO**

**GRADE SPAN 05-08**

**WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403**

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	33	46	35	YES
Student Growth on Math	54	71	69	35	YES
		52	58		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	2%	0%
Partially Met	9%	3%	2%
Approached	11%	10%	7%
Met	7%	15%	22%
Exceeded	0%	2%	6%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	3%	0%
Partially Met	8%	7%	5%
Approached	7%	18%	17%
Met	4%	7%	16%
Exceeded	0%	1%	1%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	774	773
50th	749	751
25th	725	728
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	45

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	758	763
50th	742	743
25th	723	723
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	768	770
50th	753	749
25th	737	726
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	44

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	754	776
50th	738	751
25th	722	724
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	52

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	758	763
50th	744	742
25th	727	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	749	759
50th	734	740
25th	722	720
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

PASSAIC  
BLOOMINGDALE BORO

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

GRADE SPAN 05-08

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	782	777
50th	765	751
25th	744	723
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	54

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	776	850
75th	742	748
50th	730	726
25th	713	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	44

**SCHOOL CLIMATE**

PASSAIC  
BLOOMINGDALE BORO

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

GRADE SPAN 05-08

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 47 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	251

**SCHOOL PEER GROUP**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	NORTHFIELD CITY	<b>NORTHFIELD COMMUNITY MIDDLE SCHOOL</b>	01-3720-056	05-08	22.3%	1.6%	18.9%
BERGEN	HASBROUCK HEIGHTS BORO	<b>HASBROUCK HEIGHTS MIDDLE SCHOOL</b>	03-2080-055	06-08	17.4%	1.4%	16.7%
BERGEN	MAHWAH TWP	<b>RAMAPO RIDGE</b>	03-2900-076	06-08	10.6%	0.9%	12.5%
BERGEN	NEW MILFORD BORO	<b>DAVID E. OWENS MIDDLE SCHOOL</b>	03-3550-085	06-08	17.5%	1.7%	16.4%
CAMDEN	BERLIN BORO	<b>BERLIN COMMUNITY SCHOOL</b>	07-0330-020	PK-08	18.6%	0.5%	14%
CAMDEN	GIBBSBORO BORO	<b>GIBBSBORO ELEMENTARY SCHOOL</b>	07-1720-020	PK-08	15.2%	0%	10.2%
CUMBERLANI	GREENWICH TWP	<b>MORRIS GOODWIN SCHOOL</b>	11-1820-060	KG-08	20.8%	0%	9.4%
ESSEX	MONTCLAIR TOWN	<b>MT. HEBRON MIDDLE SCHOOL</b>	13-3310-127	06-08	23.2%	1.9%	19.4%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	<b>DELSEA REGIONAL MIDDLE SCHOOL</b>	15-4940-060	07-08	27.2%	0%	14.7%
HUNTERDON	CLINTON TOWN	<b>CLINTON PUBLIC SCHOOL</b>	19-0910-030	PK-08	11.6%	1.9%	15.2%
HUNTERDON	EAST AMWELL TWP	<b>EAST AMWELL TOWNSHIP</b>	19-1160-050	PK-08	15.9%	1.8%	18.8%
HUNTERDON	FLEMINGTON-RARITAN REG	<b>J.P. CASE MIDDLE SCHOOL</b>	19-1510-045	07-08	11.7%	1.4%	15.7%
MERCER	HAMILTON TWP	<b>EMILY C REYNOLDS MIDDLE SCHOOL</b>	21-1950-080	06-08	27.8%	0.9%	16.6%
MIDDLESEX	EDISON TWP	<b>JOHN ADAMS MIDDLE SCHOOL</b>	23-1290-055	06-08	13.4%	0%	5.8%
MIDDLESEX	SOUTH BRUNSWICK TWP	<b>CROSSROADS SOUTH MIDDLE SCHOOL</b>	23-4860-075	06-08	14.4%	1%	13.1%
MONMOUTH	DEAL BORO	<b>DEAL ELEMENTARY SCHOOL</b>	25-1000-040	KG-08	11%	0%	4.9%
MONMOUTH	SPRING LAKE HEIGHTS BORO	<b>SPRING LAKE HEIGHTS ELEMENTARY SCHOOL</b>	25-4990-050	KG-08	13.6%	0.9%	10.7%
MONMOUTH	WEST LONG BRANCH BORO	<b>FRANK ANTONIDES SCHOOL</b>	25-5640-050	04-08	11.5%	2.4%	19.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	<b>CENTRAL MIDDLE SCHOOL</b>	27-3950-060	06-08	18.6%	0.8%	15.3%
MORRIS	RIVERDALE BORO	<b>RIVERDALE SCHOOL</b>	27-4440-050	PK-08	17.6%	0.9%	12%
MORRIS	ROCKAWAY TWP	<b>COPELAND MIDDLE SCHOOL</b>	27-4490-015	06-08	15.9%	2%	19.2%
OCEAN	PLUMSTED TWP	<b>NEW EGYPT MIDDLE SCHOOL</b>	29-4190-080	06-08	22.8%	1%	14.6%

**SCHOOL PEER GROUP**

PASSAIC  
BLOOMINGDALE BORO

GRADE SPAN 05-08

WALTER T. BERGEN MIDDLE SCHOOL  
225 GLENWILD AVENUE  
BLOOMINGDALE, NJ 07403

PASSAIC	BLOOMINGDALE BORO	WALTER T. BERGEN MIDDLE SCHOOL	31-0420-050	05-08	17.5%	1.2%	15.5%
SALEM	LOWER ALLOWAYS CREEK	LOWER ALLOWAYS CREEK ELEMENTARY SCHOOL	33-2800-050	PK-08	26.4%	0%	14.8%
SALEM	PENNSVILLE	PENNSVILLE MIDDLE SCHOOL	33-4075-055	06-08	29.8%	0.5%	18.4%
UNION	GARWOOD BORO	LINCOLN	39-1710-050	PK-08	18.6%	0.8%	14.6%
UNION	SPRINGFIELD TWP	FLORENCE M. GAUDINEER MIDDLE SCHOOL	39-5000-060	06-08	12.8%	1.4%	13.6%
WARREN	HOPE TWP	HOPE TOWNSHIP SCHOOL	41-2250-050	PK-08	13.5%	0%	9.6%
WARREN	LOPATCONG TWP	LOPATCONG TOWNSHIP MIDDLE SCHOOL	41-2790-060	05-08	17.4%	0%	10.7%
WARREN	POHATCONG TWP	POHATCONG TOWNSHIP SCHOOL	41-4200-040	PK-08	21.4%	0%	9.3%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL MIDDLE SCHOOL	41-5465-060	07-08	23%	0.7%	15%