NJ SCHOOL PERFORMANCE REPORT

EDITH A. BOGERT ELEMENTARY SCHOOL
(03-5330-060)
Grades Offered: 03-05
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	UPPER SADDLE RIVER BORO
Principal Name	MR. KAPLAN
Address	391 W SADDLE RIVER RD UPPER SADDLE RIVER, NJ 07458
Phone Number	(201)961-6350
Email Address	DKAPLAN@USRSCHOOLSK8.COM
Website	https://www.usrschoolsk8.com/Bogert

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
3	121	132	126
4	127	122	129
5	143	126	133
Total	391	380	388

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.4%	51.3%	49.2%
Male	47.6%	48.7%	50.8%
Economically Disadvantaged Students	0.8%	0.0%	0.5%
Students with Disabilities	20.7%	19.7%	17.3%
English Learners	0.8%	0.3%	0.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	73.1%	75.3%	69.3%
Hispanic	8.4%	6.3%	5.4%
Black or African American	0.8%	0.8%	1.8%
Asian	16.6%	15.8%	20.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.5%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	1.0%	1.6%	2.1%

Enrollment by Home Language

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

Home Language	% of Students
English	80.9%
Korean	3.9%
Chinese	2.3%
Spanish	2.1%
Russian	1.8%
Other Languages	9.0%

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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/Literacy (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/Literacy (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	70	57	50	Exceeds Standard	72	64	50	Exceeds Standard
White	68	55	50	Exceeds Standard	65	59	51	Exceeds Standard
Hispanic	*	41	49	**	*	69	48	**
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	78	69	61	Exceeds Standard	76	73	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	*	*	48	**	*	*	47	**
Students with Disabilities	56	48	41	Met Standard	65	59	43	Exceeds Standard
English Learners	*	*	54	**	*	*	51	**

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

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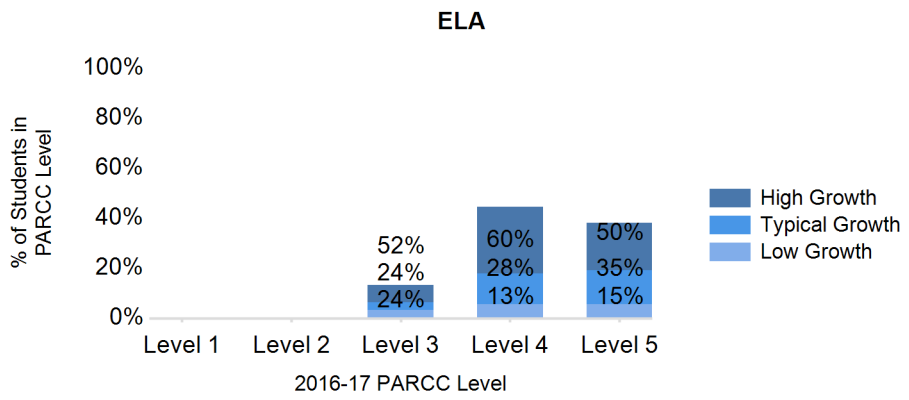
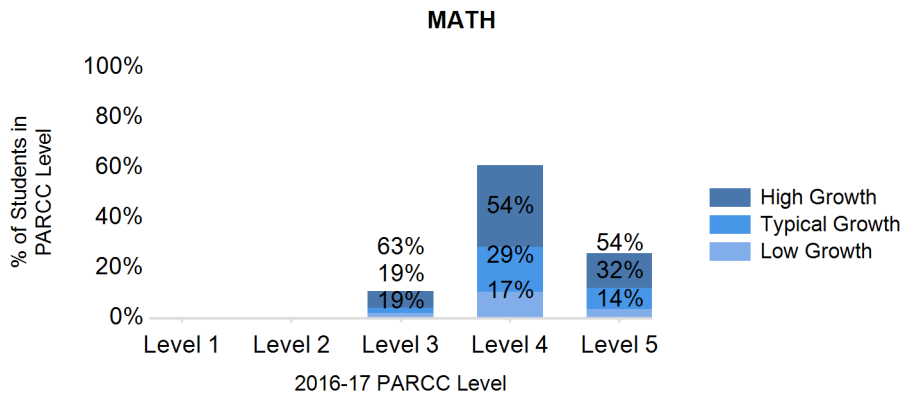
Student Growth by Performance Level

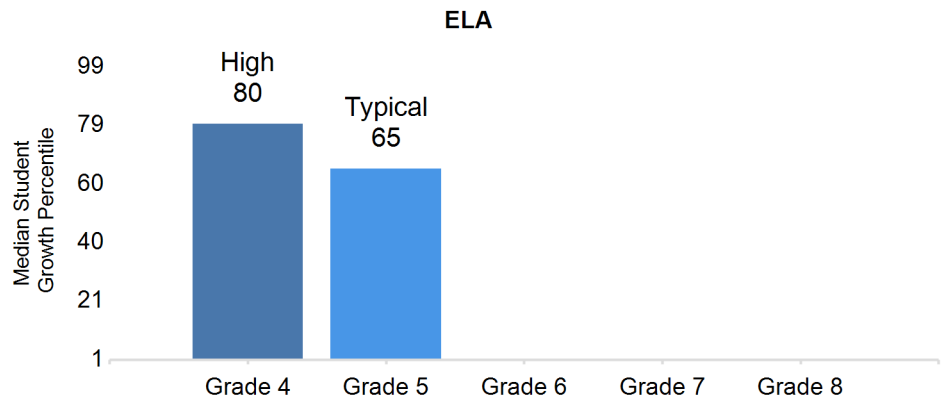
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

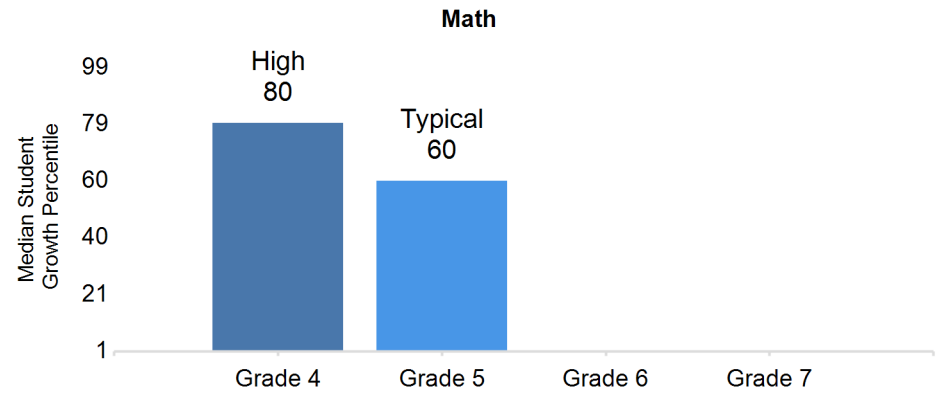




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	386	100.0	89.1	88.0	56.7	89.1	80	Met Goal
White	270	100.0	87.0	85.7	65.6	87.0	80	Met Goal
Hispanic	19	100.0	89.5	89.3	42.5	89.5	N	N
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	82	100.0	96.3	96.7	82.3	96.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	91.6	63.4	*	**	**
Female	189	100.0	93.7	93.4	64.5	93.7		
Male	197	100.0	84.8	82.4	49.4	84.8		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	68	100.0	57.3	59.0	21.6	57.3	75.2	Not Met
Students without Disabilities	318	100.0	96.0	94.2	63.9	96.0		
English Learners	10	100.0	70.0	*	27.3	70.0	**	**
Non-English Learners	376	100.0	89.7	*	59.4	89.7		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	787	787	750	0%	*	*	59%	27%	86%	52%
White	78	783	783	759	0%	*	*	58%	23%	81%	61%
Hispanic	12	775	775	736	0%	*	*	*	*	83%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	31	798	798	777	0%	*	0%	*	*	97%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	66	792	792	756	0%	*	*	62%	30%	92%	57%
Male	60	781	781	744	0%	*	*	55%	23%	78%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	126	787	787	762	0%	*	*	59%	27%	86%	64%
Students with Disabilities	18	747	747	719	0%	*	*	*	*	33%	24%
Students without Disabilities	108	793	793	756	0%	*	*	*	*	94%	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	126	787	787	753	0%	*	*	59%	27%	86%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	797	797	756	*	*	*	26%	64%	91%	58%
White	96	798	798	764	*	*	*	27%	65%	92%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	795	795	782	0%	*	*	*	*	90%	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	64	808	808	762	*	*	*	*	*	95%	63%
Male	65	787	787	751	*	*	*	*	*	86%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	129	797	797	767	*	*	*	26%	64%	91%	70%
Students with Disabilities	27	762	762	726	*	*	*	*	*	63%	25%
Students without Disabilities	102	807	807	762	*	*	*	*	*	98%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	129	797	797	759	*	*	*	26%	64%	91%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	788	788	755	0%	*	*	53%	38%	92%	58%
White	95	783	783	763	0%	*	*	60%	29%	89%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	30	801	801	780	0%	0%	0%	37%	63%	100%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	60	788	788	762	0%	*	*	*	*	95%	66%
Male	73	787	787	749	0%	*	*	*	*	89%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	22	769	769	724	0%	*	*	*	*	73%	22%
Students without Disabilities	111	791	791	762	0%	*	*	*	*	95%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	133	788	788	757	0%	*	*	53%	38%	92%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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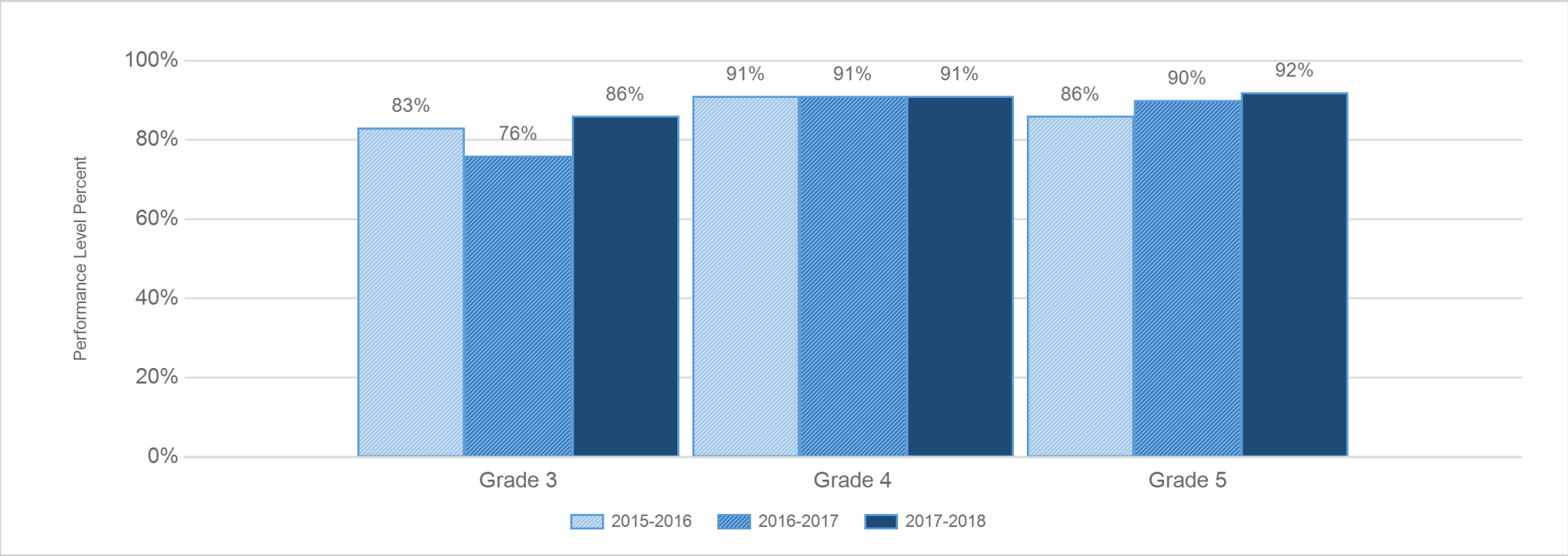
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	388	100.0	87.7	85.3	45.0	87.7	80	Met Goal
White	271	100.0	84.9	83.0	54.1	84.9	80	Met Goal
Hispanic	19	100.0	89.5	78.9	29.2	89.5	N	N
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	83	100.0	96.4	97.3	77.0	96.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	83.4	53.0	*	**	**
Female	190	100.0	87.4	85.9	46.0	87.4		
Male	198	100.0	87.9	84.7	43.9	87.9		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	68	100.0	66.1	60.4	17.1	66.1	74	Met Target†
Students without Disabilities	320	100.0	92.2	90.6	50.5	92.2		
English Learners	12	100.0	75.0	*	24.6	75.0	**	**
Non-English Learners	376	100.0	88.0	*	46.9	88.0		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	780	780	752	0%	*	*	45%	41%	86%	53%
White	78	773	773	760	0%	*	*	50%	32%	82%	64%
Hispanic	12	773	773	739	0%	*	0%	*	*	83%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	795	795	780	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	67	779	779	752	0%	*	*	45%	40%	85%	53%
Male	60	780	780	751	0%	*	*	45%	42%	87%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	127	780	780	762	0%	*	*	45%	41%	86%	66%
Students with Disabilities	18	758	758	730	0%	*	*	*	*	56%	29%
Students without Disabilities	109	783	783	756	0%	*	*	*	*	91%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

EDITH A. BOGERT ELEMENTARY SCHOOL
(03-5330-060)
Grades Offered: 03-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	784	784	748	0%	*	*	61%	32%	93%	49%
White	96	783	783	755	0%	*	*	60%	31%	92%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	21	790	790	774	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	64	787	787	748	0%	*	*	58%	36%	94%	50%
Male	65	781	781	748	0%	*	*	65%	28%	92%	49%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	129	784	784	758	0%	*	*	61%	32%	93%	62%
Students with Disabilities	27	767	767	725	0%	*	*	*	*	74%	22%
Students without Disabilities	102	789	789	753	0%	*	*	*	*	98%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	129	784	784	750	0%	*	*	61%	32%	93%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

EDITH A. BOGERT ELEMENTARY SCHOOL
(03-5330-060)
Grades Offered: 03-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	777	777	748	*	*	12%	51%	34%	85%	49%
White	96	769	769	756	*	*	14%	57%	25%	82%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	30	801	801	777	0%	0%	*	*	*	97%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	60	770	770	749	*	*	*	63%	22%	85%	50%
Male	74	782	782	747	*	*	*	42%	43%	85%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	22	761	761	726	*	*	*	*	*	68%	20%
Students without Disabilities	112	780	780	752	*	*	*	*	*	88%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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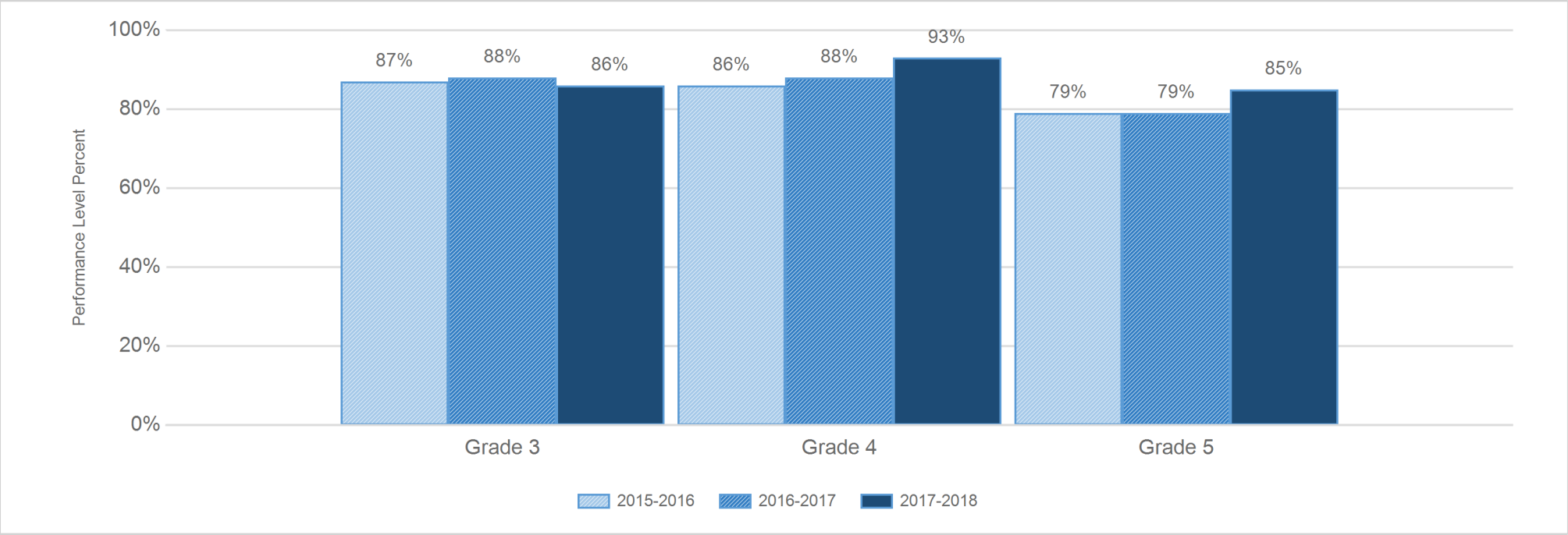
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

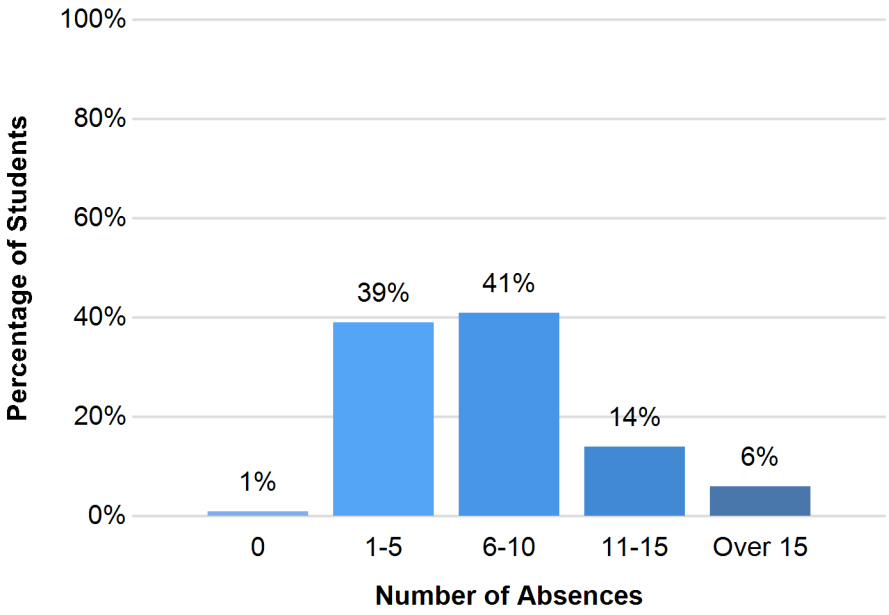
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	13	3.3	7.6	Met
White	10	3.7	7.6	Met
Hispanic	2	9.5	7.6	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	7.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	3	4.2	7.6	Met
English Learners	*	*	**	**

Days Absent

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



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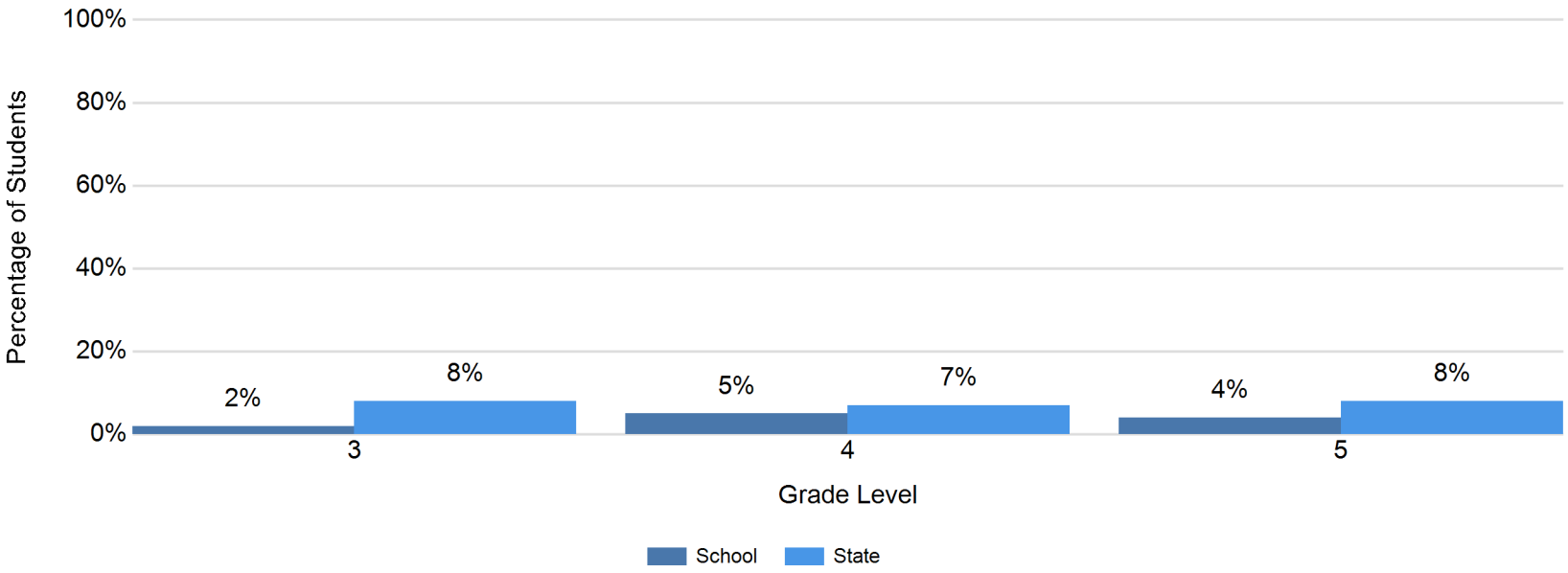
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.52

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$294	$16,890	$17,184

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	117,464
Average years experience in public schools	9.2	12.0
Average years experience in district	7.2	10.7
Teachers in district for 4 or more years	67.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,374
Average years experience in public schools	16.9	16.0
Average years experience in district	7.4	12.0
Administrators in district for 4 or more years	60.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	388:1	117:1
Teachers to Administrators	34:1	11:1
Students to Librarians/Media Specialists		585:1
Students to Nurses		1170:1
Students to Counselors		293:1
Students to Child Study Team		234:1

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Teachers: All classroom teachers
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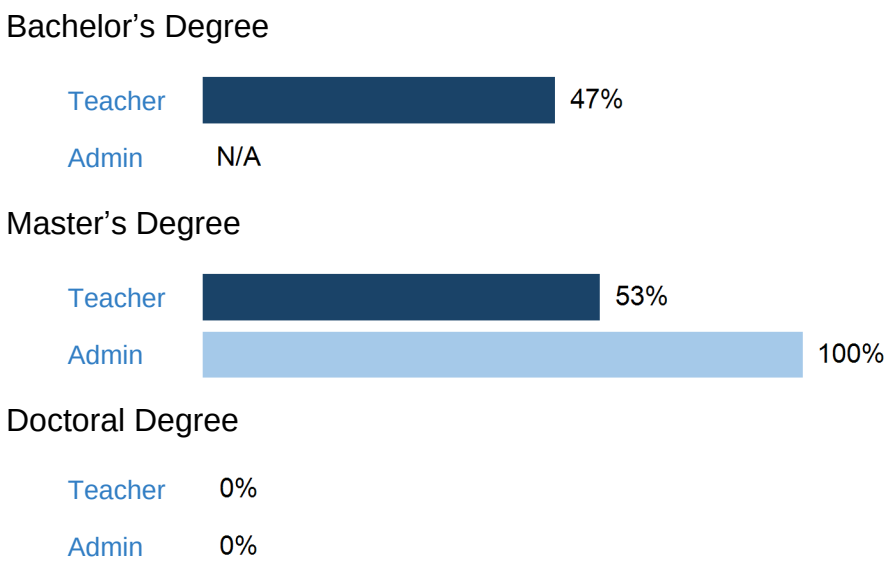
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	86.2%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.6%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.2%	0.0%
Male	11.8%	100.0%
White	94.1%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	5.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

EDITH A. BOGERT ELEMENTARY SCHOOL
(03-5330-060)
Grades Offered: 03-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	98.10	17.5%
Mathematics Proficiency	99.64	17.5%
English Language Arts Growth	95.02	25.0%
Mathematics Growth	95.91	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	85.91	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	95.22	n/a
Summative Rating: Percentile Rank of Summative Score	99.41	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	N	Met	No
White	91.65	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	N	N	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	95.44	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	94.21	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• A dedicated, child-centered staff who works with a supportive community. Curriculum includes: NJSLS-aligned Readers' & Writers' Workshop, Everyday Math. • National award-winning character education program. • 1:1 Chromebook program for all 4th and 5th graders.
Mission, Vision, Theme:	The Edith A. Bogert School provides a high quality and well-rounded education to approximately 380 students in grades 3 -5. We believe in teaching to the needs of the whole child and developing our students' social and emotional skills, along with academics, are at the core of our curricula. The teachers and children work together to build a culture of kindness, making our school a safe environment in which students can do their best learning.
Awards, Recognition, Accomplishments:	Over the past several years, Bogert School has been recognized as a Reward School by the NJ Department of Education, has been awarded the title of National School of Character, and has received various commendations for our efforts in the community.

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Courses, Curriculum, Instruction:	A core mission of our instruction is to prepare students for 21st century life, work, and citizenship. Our student-centered literacy curriculum prepares students for any reading or writing task while creating lifelong, confident readers and writers. Children at Bogert benefit from a 1:1 technology initiative, allowing them to use Chromebooks to access the Internet, digital course material, and digital textbooks. Advanced coursework is offered through our enrichment program and students who need support receive it through a tiered Basic Skills Program.
Clubs and Activities:	Our co-curricular activities offered throughout the school day and after school provide high quality educational, recreational, and social programs for children. Our programs, led by teachers, parents, and community members, foster students' excitement around literacy, mathematics, science, athletics, arts, music, leadership, and social development. Examples of after school clubs include: running club, school store, chorus, student council, "Buddy-up," newspaper, and a musical.

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Before and After School Programs:	The Upper Saddle River School District sponsors a district-wide Learning Enrichment Activities Program (LEAP). LEAP offers intriguing courses that help enrich children's learning during after school hours.
Staff and Professional Learning:	Bogert's dedicated teachers spend time over the summer and throughout the school year attending workshops that enhance their instruction. There are teacher-led workshops and mini-courses that focus on a variety of disciplines, and these allow teachers to easily exceed the mandated 20 professional development hours each year. Teachers are also involved in leadership committees to study curriculum and refine instruction.

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Student Supports and Services:	The Intervention and Referral Services committee meets regularly to work with families and teachers on how to best support the academic, social, emotional, and/or behavioral needs of children. Teachers provide targeted instruction for students within the mainstream classroom, however, there are supplemental programs such as ESL, BSI, and Enrichment. These programs allow children to work in an environment tailored to their unique needs.
Student Health and Wellness:	Bogert students receive physical education or health instruction every other day. The overarching goals of both programs include wellness and developing an appreciation for the importance of a well-rounded, healthy lifestyle. Our physical education/health teachers provide opportunities for students to be active, develop teamwork, and explore a wellness lifestyle. The school participates in Jump Rope for Heart and Field Day to promote school-wide heart healthy events.
Parent and Community Involvement:	The success of Bogert School is attributed, in part, to the relationships between the hardworking students, dedicated teachers, caring parents, and supportive community members. The USR PTO, Educational Foundation, and Youth Guidance Council are all examples of the impressively supportive parent and community organizations who assist in providing resources to our school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students The School Safety Committee gathers throughout the year to create, monitor, and analyze data from a climate survey administered to all students in Bogert. Our teachers strive to promote a school that fosters a positive learning environment where all children feel comfortable and safe. Collaboratively, teachers look at the grade-level results and strive to improve the rapport and comfort of all children. We are very proud that students clearly value their relationships with their teachers.
Facilities:	The Bogert School community recently celebrated the completion of new, state of the art S.T.E.M. labs in which all students learn important 21st century skills. In addition, a new playground and team-building course for students were recently installed behind the school. We are also proud of our Learning Habitat, an outdoor area within the school where children observe and learn about the natural world, and an outdoor adventure course, which provides children with opportunities to gain self-confidence and develop leadership abilities.

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Other Information:	Due to our quality instructional program and nurturing environment, Bogert continues to remain a highly desirable school for students to attend. Our technology available allows students to develop 21st century skills, our character education program helps foster kind, empathetic children, and the strong connection with our community helps children value the importance of being productive, thoughtful citizens. Bogert is truly a wonderful place in which students can do their best learning.