



State of New Jersey  
2014-15

OVERVIEW

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GRADE SPAN 09-12

03-2900-050  
MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430

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**

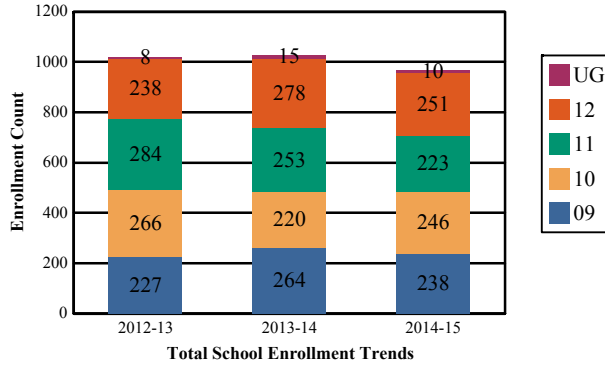
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

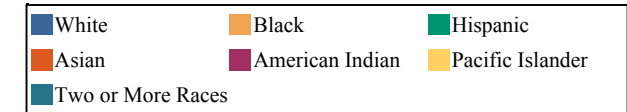
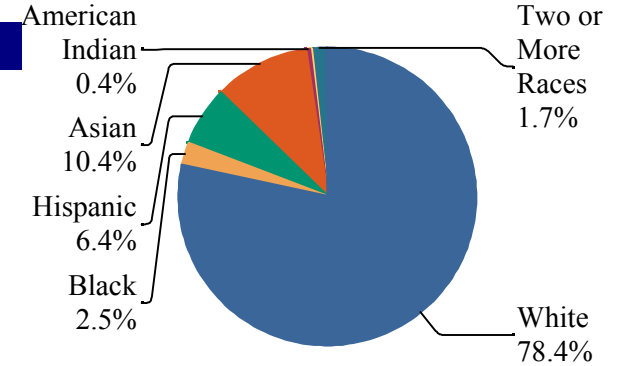
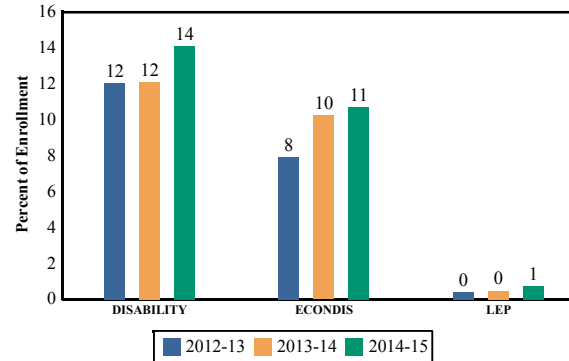
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**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.

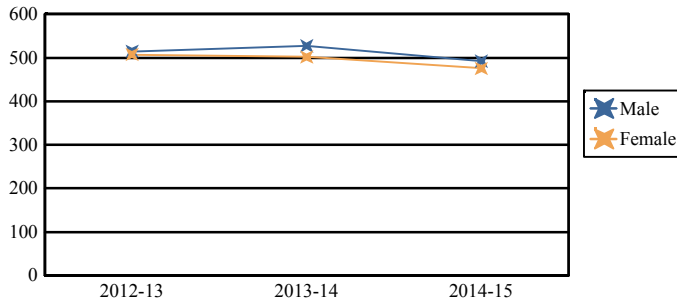


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,022
2013-14	1,029
2014-15	968

**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	515	507
2013-14	527	502
2014-15	492	476

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	137	14%
Economically Disadvantaged Students	104	10.7%
English Language Learners	7	0.7%

**Language Diversity**

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

2014-15	Percent
English	95.2%
Spanish	1.2%
Arabic	0.6%
Gujarati	0.5%
Korean	0.5%
Chinese	0.3%
Other	1.7%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	73%	100	93
Math Met or Exceeded Expectation	58%		

**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	397	72.8%	95%	87%	NO
White	306	73.5%	95%	85.8%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	49	73.4%	95%	94.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	57	33.3%	95%	83.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	35	51.4%	95%	88.6%	NO

**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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**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	401	58.1%	95%	87.2%	NO
White	305	57.7%	95%	85.8%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	48	70.8%	95%	94.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	57	15.8%	95%	84.3%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	41	29.3%	95%	90.4%	YES*

**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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**Proficiency Outcomes - Biology**

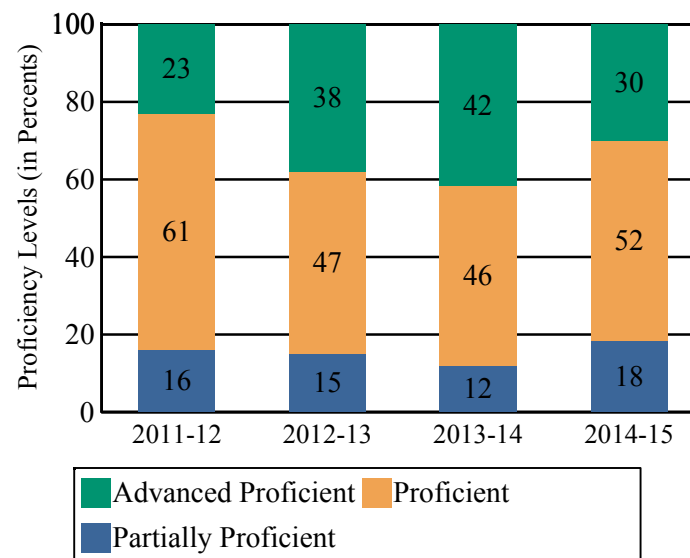
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	30%	52%	18%
White	31%	54%	15%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	5%	43%	51%
English Language Learners	-	-	-
Economically Disadvantaged Students	20%	33%	47%

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

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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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> )

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**PARCC ELA Performance Distribution - Grade - 09**

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	179	765	739	5%	6%	16%	48%	25%	73%	41%
White	139	767	746	3%	8%	15%	50%	24%	74%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	11	762	725	0%	0%	27%	64%	9%	73%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	19	776	765	0%	0%	21%	37%	42%	79%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	33	727	706	18%	24%	24%	30%	3%	33%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	19	734	724	32%	16%	5%	32%	16%	47%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

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	212	776	735	1%	7%	19%	40%	33%	73%	38%
White	162	776	741	2%	6%	19%	42%	31%	73%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	11	768	720	0%	18%	9%	64%	9%	73%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	30	783	763	0%	7%	23%	20%	50%	70%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	18	746	698	0%	28%	44%	17%	11%	28%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	14	757	718	7%	7%	36%	36%	14%	50%	23%

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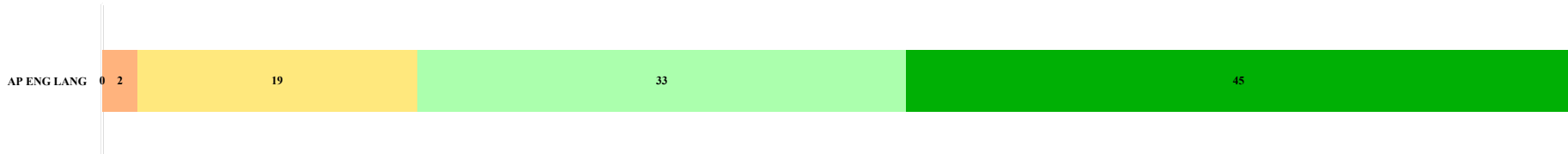
**PARCC ELA Performance Distribution - Grade - 11**

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	204	775	741	3%	5%	16%	42%	34%	75%	42%
White	171	775	745	3%	5%	16%	41%	35%	75%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	11	783	731	0%	0%	18%	45%	36%	82%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	14	782	765	7%	0%	7%	43%	43%	86%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	41	745	712	10%	12%	37%	32%	10%	41%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	17	765	730	6%	0%	24%	35%	35%	71%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	42	97.6%	4.21	3.36

- Data is suppressed to protect the confidentiality of the students.

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**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	119	748	740	5%	16%	26%	52%	1%	53%	40%
White	89	751	746	4%	13%	25%	56%	1%	57%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	11	739	725	9%	27%	18%	45%	0%	45%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	11	758	769	0%	9%	27%	64%	0%	64%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	33	727	710	15%	33%	36%	15%	0%	15%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	20	730	725	15%	25%	35%	25%	0%	25%	21%

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**PARCC GEOMETRY - 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	144	746	728	4%	15%	37%	39%	5%	44%	21%
White	111	746	731	5%	14%	38%	40%	5%	44%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	12	742	718	0%	25%	42%	33%	0%	33%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	14	746	751	7%	14%	29%	43%	7%	50%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	16	739	718	0%	19%	69%	13%	0%	13%	8%

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**PARCC ALGEBRA II - 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	218	753	721	9%	10%	25%	50%	6%	56%	24%
White	169	751	725	10%	9%	30%	47%	5%	51%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	28	771	751	4%	11%	11%	57%	18%	75%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	26	711	691	38%	23%	27%	12%	0%	12%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	13	747	705	15%	8%	23%	54%	0%	54%	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	97%	97	76	80%	YES
Percent of Students Participating in PSAT or PLAN	64%	23	34	60%	YES
Percent of Students Scoring Above 1550 on SAT	60%	94	80	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	29%	77	69	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	85%	74	81	75%	YES
<b>Summary</b>		73	68		80%

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	93.0%	78.5%	79.1%
Participating in ACT	60.7%		25.2%
Participating in PSAT or PLAN	64.4%	81.4%	79.6%
Participating in Dual Enrollment	83.7%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	45.2%	38.4%	36.3%
One or More Test	42.0%	28.1%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	28.9%	23.6%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

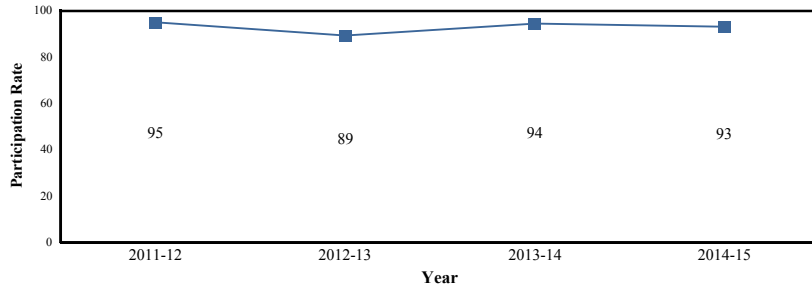
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	83.9%	76.8%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	84.7%	75.2%	69.7%

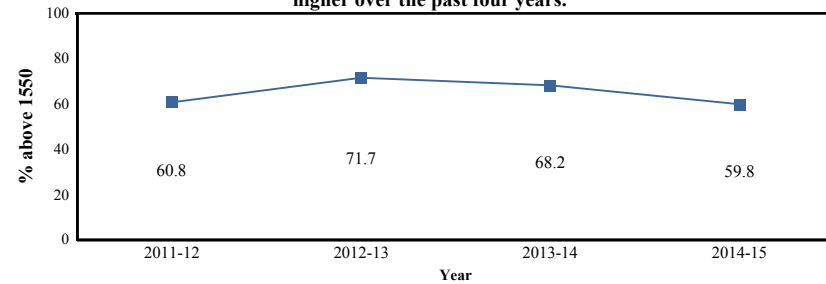
**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	59.8%	47.8%	43.8%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,629	1,551	1,508
Critical Reading	528	511	496
Mathematics	563	531	518
Writing	538	509	494

**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	590	630	620
50th Percentile	520	550	530
25th Percentile	460	490	450

**COLLEGE AND CAREER READINESS**

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	80	73
AP English Literature and Composition	64	56
AP English Language and Composition	45	44
AP Statistics	34	32
AP European History	32	23
AP U.S. History	27	27
AP Calculus BC	24	20
AP Biology	24	21
AP Physics C	20	
AP Studio Art/Three-Dimensional	20	14
AP Computer Science A	19	18
AP Studio Art/Drawing Portfolio	18	9
AP Calculus AB	13	13
AP French Language	12	6
AP Chemistry	10	10
AP Music Theory	8	7
AP Spanish Language	6	5
AP Physics C: Electricity and Magnetism		15

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics C: Mechanics		15
AP U.S. Government and Politics		14
AP Macroeconomics		12
AP Microeconomics		12
AP Studio Art/Two-Dimensional		5
AP Environmental Science		4

**COLLEGE AND CAREER READINESS**

BERGEN  
MAHWAH TWP

GRADE SPAN 09-12

**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	2.1%
Drama/Theater	8.9%	3.8%
Music	23.2%	17.8%
Visual Arts	43.5%	31.7%
<b>Total: All Visual and Performing Arts</b>	61.6%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	7.4%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

**MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
<b>Overall Graduation Rate</b>	<b>96%</b>	<b>81</b>	<b>68</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.2%</b>	<b>87</b>	<b>70</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>84</b>	<b>69</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	96%	78%
White	97%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	91%	
English Language Learners	-	
Economically Disadvantaged Students	-	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	.2%	2%
White	.1%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	1%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	1%	

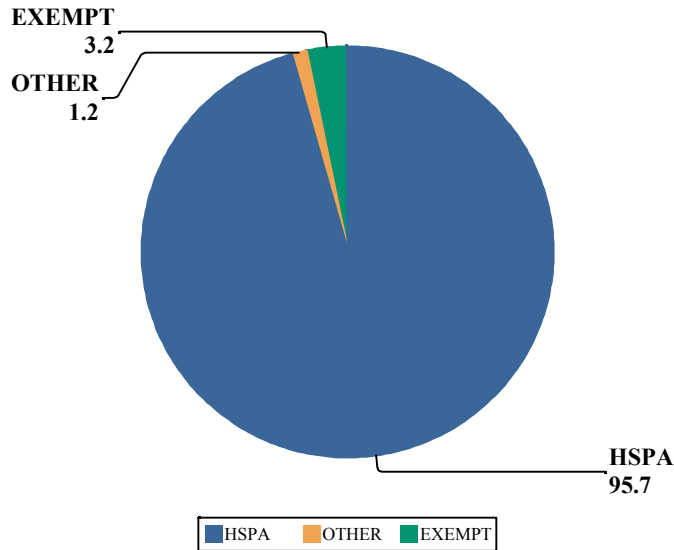
**GRADUATION AND POSTSECONDARY**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	95%	95%
2013	94%	96%
2014	98%	98%
2015	96%	

**GRADUATION AND POSTSECONDARY**

BERGEN  
MAHWAH TWP

GRADE SPAN 09-12

**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	84%	6.6%	93.4%
White	85.5%	4.6%	95.4%
African American	-	-	-
Hispanic	-	-	-
Asian	83.9%	3.8%	96.2%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

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 broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 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	836	850
75th	790	766
50th	765	739
25th	745	710
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

**PARCC ALG-1 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	797	821
75th	768	762
50th	751	735
25th	726	711
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
MAHWAH TWP

GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 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	850	850
75th	804	766
50th	779	733
25th	746	699
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 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	850	850
75th	799	768
50th	776	740
25th	751	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

**PARCC GEO 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	789	793
75th	764	747
50th	746	726
25th	732	710
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	37

**PARCC ALG-2 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	823	813
75th	779	748
50th	755	718
25th	731	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

**SCHOOL CLIMATE**

BERGEN  
MAHWAH TWP

**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	7 Hrs. 23 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	2.7%

**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	6 Hrs. 30 Mins.
Shared Time	3 Hrs. 5 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	242

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

**MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430**

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
<b>BERGEN</b>	<b>MAHWAH TWP</b>	<b>MAHWAH HIGH SCHOOL</b>	<b>03-2900-050</b>	<b>09-12</b>	<b>10.7%</b>	<b>0.7%</b>	<b>14.2%</b>
BURLINGTON	CINNAMINSON TWP	CINNAMINSON HIGH SCHOOL	05-0840-030	09-12	14.2%	0.3%	15.7%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL EAST	07-0800-030	09-12	13.2%	0.6%	12.3%
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CAMDEN	HADDON HEIGHTS BORO	HADDON HEIGHTS JR-SR HS	07-1880-050	07-12	19%	0.1%	12.2%
CAPE MAY	OCEAN CITY	OCEAN CITY HIGH SCHOOL	09-3780-050	09-12	18.1%	0.1%	11%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	26.8%	0%	13.2%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL HIGH SCHOOL	15-2440-050	09-12	12.8%	0.2%	14.6%
GLOUCESTER	PITMAN BORO	PITMAN HIGH SCHOOL	15-4140-050	09-12	15.5%	0%	16%
GLOUCESTER	WASHINGTON TWP	WASHINGTON TOWNSHIP HIGH SCHOOL	15-5500-010	09-12	17.1%	0%	14.5%
MERCER	HAMILTON TWP	HAMILTON EAST - STEINERT	21-1950-050	09-12	12.7%	0.5%	12.8%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN HIGH SCHOOL	25-2930-050	09-12	14.9%	0.8%	13%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP HIGH SCHOOL	27-2380-020	09-12	11.8%	0.3%	14.6%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

MORRIS	MOUNT OLIVE TWP	<b>MOUNT OLIVE HIGH SCHOOL</b>	27-3450-010	09-12	11.9%	0.5%	16.5%	
MORRIS	ROXBURY TWP	<b>ROXBURY HIGH SCHOOL DISTRICT</b>	27-4560-050	09-12	12.9%	0.6%	13.9%	
OCEAN	POINT PLEASANT BEACH BORO	<b>POINT PLEASANT BEACH HIGH SCHOOL</b>	29-4220-050	09-12	12.1%	0.4%	11.9%	
OCEAN	POINT PLEASANT BORO	<b>POINT PLEASANT BOROUGH HIGH SCHOOL</b>	29-4210-030	09-12	15.9%	0.7%	15.2%	
OCEAN	TOMS RIVER REGIONAL	<b>TOMS RIVER HIGH SCHOOL EAST</b>	29-5190-030	09-12	22.1%	0.3%	11.5%	
PASSAIC	WEST MILFORD TWP	<b>WEST MILFORD HIGH SCHOOL</b>	31-5650-040	09-12	12.4%	0.1%	20.8%	
SUSSEX	HIGH POINT REGIONAL	<b>HIGH POINT REGIONAL HIGH SCHOOL</b>	37-2165-030	09-12	13.9%	0.5%	16%	
SUSSEX	VERNON TWP	<b>VERNON TOWNSHIP HIGH SCHOOL</b>	37-5360-020	09-12	14.7%	0.1%	14.7%	
SUSSEX	WALLKILL VALLEY REGIONAL	<b>WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT</b>	37-5435-060	09-12	17.9%	0%	20.3%	



State of New Jersey  
2014-15

OVERVIEW

BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

03-2900-060  
BETSY ROSS ELEMENTARY  
20 MALCOLM RD  
MAHWAH, NJ 07430-1822

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**

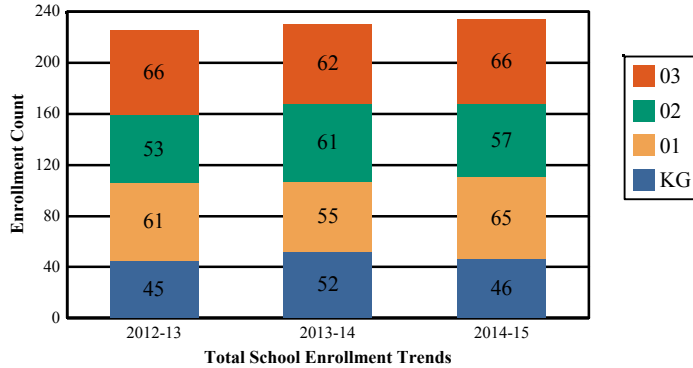
BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

03-2900-060  
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**Enrollment by Grade**

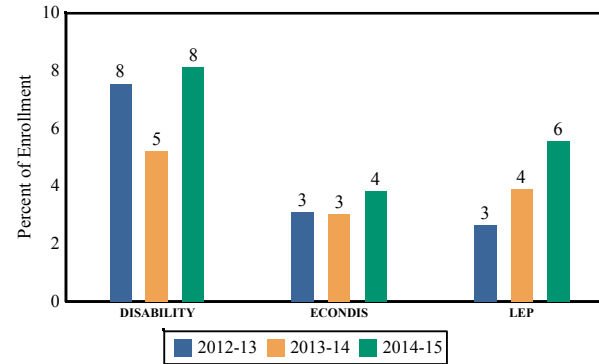
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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**

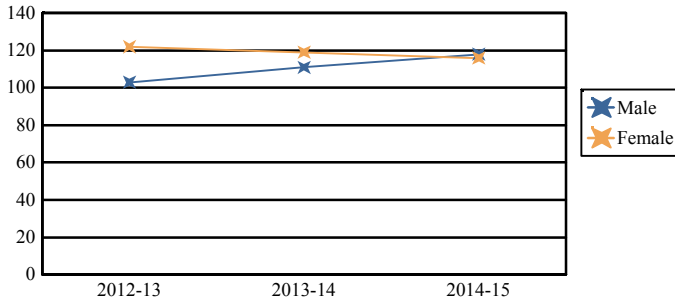
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	225
2013-14	230
2014-15	234

**Enrollment by Gender**

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

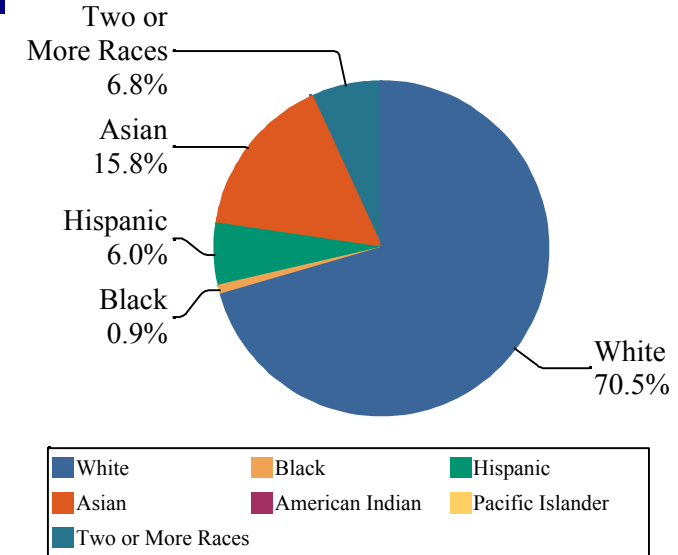


	Male	Female
2012-13	103	122
2013-14	111	119
2014-15	118	116

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	19	8%
Economically Disadvantaged Students	9	3.9%
English Language Learners	13	5.6%

**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.



**Language Diversity**

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

2014-15	Percent
English	91.2%
Russian	1.8%
Hindi	1.3%
Spanish	1.3%
Tamil	1.3%
Punjabi	0.9%
Other	2.2%

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**MAHWAH TWP**

**GRADE SPAN KG-03**

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	72%	46	84
Math Met or Exceeded Expectation	79%		

**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	61	72.2%	95%	98.4%	YES
White	50	74%	95%	98.1%	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**

BERGEN

MAHWAH TWP

GRADE SPAN KG-03

**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	61	78.7%	95%	98.5%	YES
White	50	78%	95%	98.1%	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.

**ACADEMIC ACHIEVEMENT**

BERGEN

MAHWAH TWP

GRADE SPAN KG-03

**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**

BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

**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	61	775	744	0%	13%	15%	49%	23%	72%	44%
White	50	776	753	0%	12%	14%	50%	24%	74%	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	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN KG-03**

**03-2900-060  
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MAHWAH, NJ 07430-1822**

**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	61	771	746	2%	5%	15%	52%	26%	79%	46%
White	50	771	752	0%	4%	18%	54%	24%	78%	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	-	-	730	-	-	-	-	-	-	26%

**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

**COLLEGE AND CAREER READINESS**

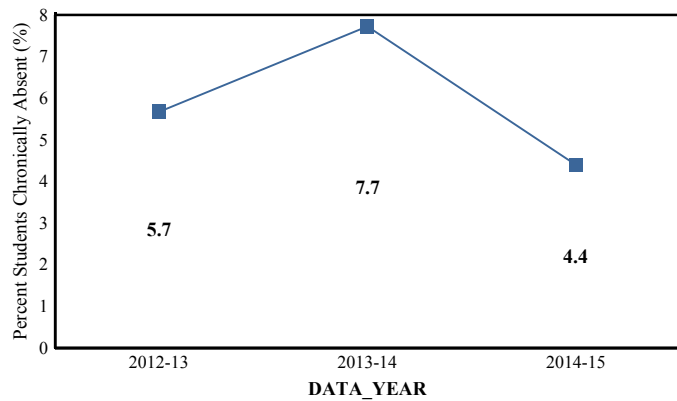
BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

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**

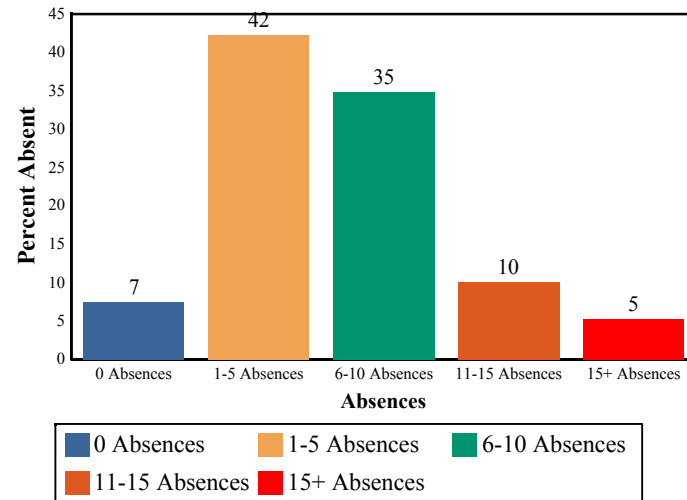
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>4.41%</b>
--	--------------

**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.



**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

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**

**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	850	850
75th	803	770
50th	778	743
25th	743	715
0th	702	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	55

**Grade Level - 03**

**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	832	850
75th	790	767
50th	776	745
25th	752	722
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

**SCHOOL CLIMATE**

BERGEN

MAHWAH TWP

GRADE SPAN KG-03

**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. 30 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	0.4%

**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. 30 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	234

**SCHOOL PEER GROUP**

**BERGEN**

**MAHWAH TWP**

**GRADE SPAN KG-03**

**BETSY ROSS ELEMENTARY**

**20 MALCOLM RD**

**MAHWAH, NJ 07430-1822**

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	GLEN ROCK BORO	CENTRAL SCHOOL	03-1760-080	KG-05	0.7%	0.3%	16.2%
<b>BERGEN</b>	<b>MAHWAH TWP</b>	<b>BETSY ROSS ELEMENTARY</b>	<b>03-2900-060</b>	<b>KG-03</b>	<b>3.8%</b>	<b>5.6%</b>	<b>6.8%</b>
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5%	7.6%	12.4%
BERGEN	PARAMUS BORO	RIDGE RANCH ELEMENTARY SCHOOL	03-3930-110	PK-04	4.8%	6.1%	15.6%
BERGEN	RIDGEWOOD VILLAGE	RIDGE ELEMENTARY SCHOOL	03-4390-090	KG-05	1.2%	1.2%	11.8%
BERGEN	RIDGEWOOD VILLAGE	WILLARD ELEMENTARY SCHOOL	03-4390-130	KG-05	1%	1.4%	12.9%
BERGEN	TENAFLY BORO	RALPH S MAUGHAM SCHOOL	03-5160-090	KG-05	4.3%	5.8%	16.3%
BERGEN	WOODCLIFF LAKE BORO	DORCHESTER ELEMENTARY SCHOOL	03-5880-030	PK-05	0.6%	0.6%	14.4%
BERGEN	WYCKOFF TWP	GEORGE WASHINGTON ELEMENTARY SCHOOL	03-5920-030	KG-05	1.1%	0%	13.8%
CAMDEN	HADDONFIELD BORO	ELIZABETH HADDON SCHOOL	07-1900-080	PK-05	0.3%	0%	13.8%
CAPE MAY	STONE HARBOR BORO	STONE HARBOR ELEMENTARY SCHOOL	09-5060-050	KG-04	0%	0%	7.4%
ESSEX	FAIRFIELD TWP	ADLAI E. STEVENSON	13-1465-005	PK-03	1.5%	1.2%	10%
ESSEX	GLEN RIDGE BORO	RIDGEWOOD AVENUE SCHOOL	13-1750-075	03-06	0.2%	0%	17.3%
ESSEX	LIVINGSTON TWP	BURNET HILL ELEMENTARY SCHOOL	13-2730-070	PK-05	1.4%	0.5%	11%
ESSEX	LIVINGSTON TWP	HILLSIDE ELEMENTARY SCHOOL	13-2730-100	KG-05	3%	4.2%	11.8%
ESSEX	NORTH CALDWELL BORO	GRANDVIEW ELEMENTARY SCHOOL	13-3630-060	PK-03	0%	0%	8%
ESSEX	VERONA BORO	LANING AVENUE SCHOOL	13-5370-100	PK-04	0.4%	0%	12.1%
HUNTERDON	TEWKSBURY TWP	TEWKSBURY ELEMENTARY SCHOOL	19-5180-055	KG-04	1%	0%	13.9%
MONMOUTH	FAIR HAVEN BORO	VIOLA L SICKLES SCHOOL	25-1440-060	PK-03	0%	0%	9.3%
MORRIS	FLORHAM PARK BORO	BROOKLAKE SCHOOL	27-1530-020	03-05	1%	0.7%	12.8%
MORRIS	HANOVER TWP	MOUNTVIEW ROAD SCHOOL	27-2000-050	KG-05	2.4%	2.6%	14.1%
MORRIS	MADISON BORO	KINGS ROAD SCHOOL	27-2870-080	KG-05	1.8%	0.7%	21.7%
MORRIS	MONTVILLE TWP	WOODMONT SCHOOL	27-3340-070	KG-05	8.2%	11.2%	17.2%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**BETSY ROSS ELEMENTARY  
20 MALCOLM RD  
MAHWAH, NJ 07430-1822**

**GRADE SPAN KG-03**

MORRIS	PEQUANNOCK TWP	<b>STEPHEN J. GERACE SCHOOL</b>	27-4080-100	KG-05	3.3%	4.3%	8.6%
MORRIS	RANDOLPH TWP	<b>SHONGUM SCHOOL</b>	27-4330-080	KG-05	0.8%	0.6%	13.5%
MORRIS	SCH DIST OF THE CHATHAMS	<b>WASHINGTON AVENUE SCHOOL</b>	27-0785-070	PK-03	1.4%	0.5%	14.1%
SOMERSET	WARREN TWP	<b>CENTRAL SCHOOL</b>	35-5470-030	KG-05	2.2%	3.2%	10.5%
UNION	BERKELEY HEIGHTS TWP	<b>MOUNTAIN PARK SCHOOL</b>	39-0310-040	02-05	0.4%	0%	12.8%
UNION	BERKELEY HEIGHTS TWP	<b>THOMAS P. HUGHES SCHOOL</b>	39-0310-020	02-05	1.2%	1.2%	9.4%
UNION	WESTFIELD TOWN	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5730-120	01-05	0.4%	0.2%	11.8%
UNION	WESTFIELD TOWN	<b>WASHINGTON ELEMENTARY SCHOOL</b>	39-5730-150	01-05	1.2%	0.3%	13.9%



# State of New Jersey 2014-15

## OVERVIEW

BERGEN  
MAHWAH TWP

GRADE SPAN PK-03

03-2900-065  
LENAPE MEADOWS  
160 RIDGE ROAD  
MAHWAH, NJ 07430

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**

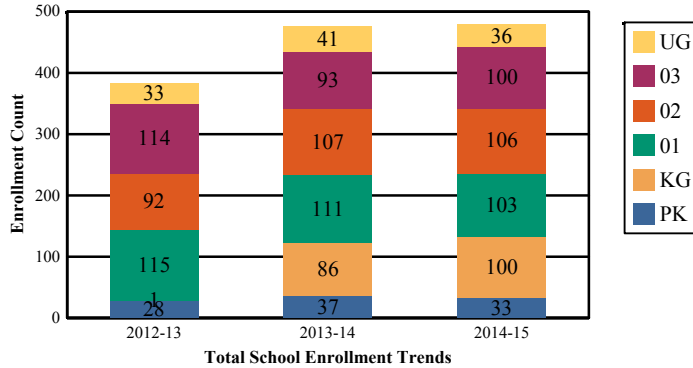
BERGEN  
MAHWAH TWP

GRADE SPAN PK-03

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

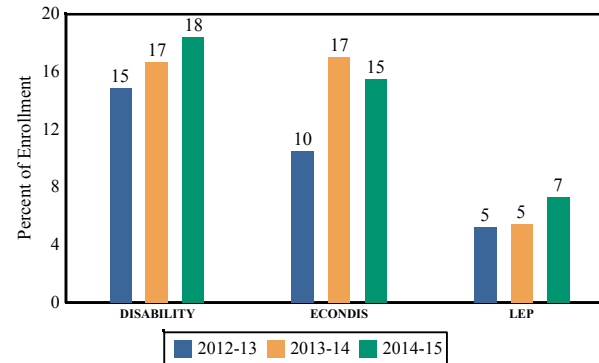
This graph presents the count of students who were 'on roll' by grade in October of each school year.



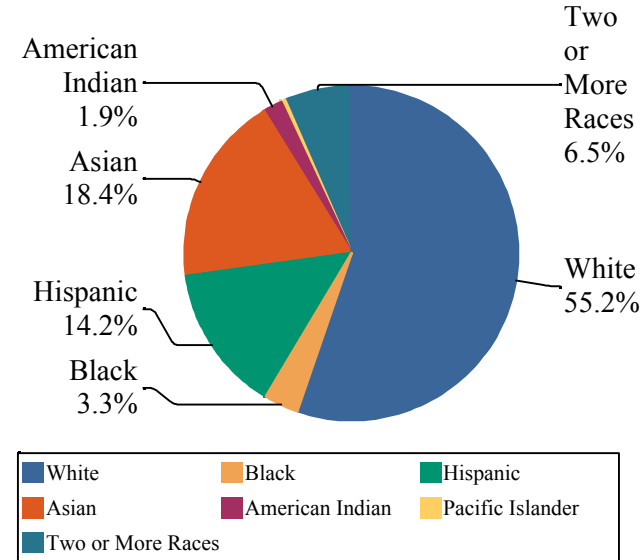
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**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.



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

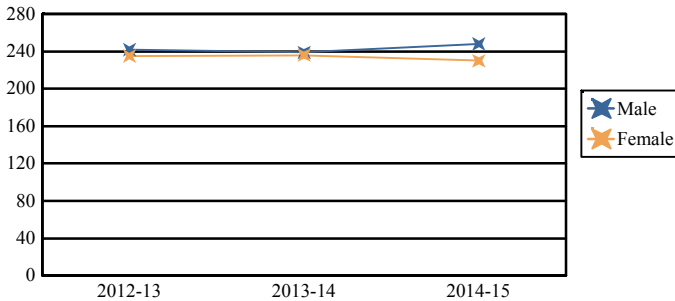


Total School Enrollment	
2012-13	477
2013-14	475
2014-15	478

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	88	18%
Economically Disadvantaged Students	74	15.5%
English Language Learners	35	7.3%

**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	242	235
2013-14	239	236
2014-15	248	230

**Language Diversity**

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

2014-15	Percent
English	82.6%
Spanish	6.0%
Gujarati	2.0%
Urdu	1.8%
Chinese	1.2%
Korean	1.2%
Other	5.2%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
 MAHWAH TWP**

**GRADE SPAN PK-03**

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	68%	88	78
Math Met or Exceeded Expectation	66%		

**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	97	68%	95%	97.2%	YES
White	53	81.1%	95%	96.6%	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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN PK-03**

**03-2900-065  
LENAPE MEADOWS  
160 RIDGE ROAD  
MAHWAH, NJ 07430**

**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	98	66.3%	95%	97.2%	YES
White	53	75.4%	95%	96.6%	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)**

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**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN PK-03**

**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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN PK-03**

**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	97	767	744	6%	12%	13%	55%	13%	68%	44%
White	53	774	753	4%	9%	6%	68%	13%	81%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	17	731	727	24%	24%	24%	24%	6%	29%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	23	776	769	0%	9%	22%	48%	22%	70%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	18	722	718	22%	33%	11%	33%	0%	33%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	727	724	7%	29%	43%	21%	0%	21%	24%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN PK-03**

**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.

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Economically Disadvantaged Students	14	738	730	0%	14%	64%	14%	7%	21%	26%

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**COLLEGE AND CAREER READINESS**

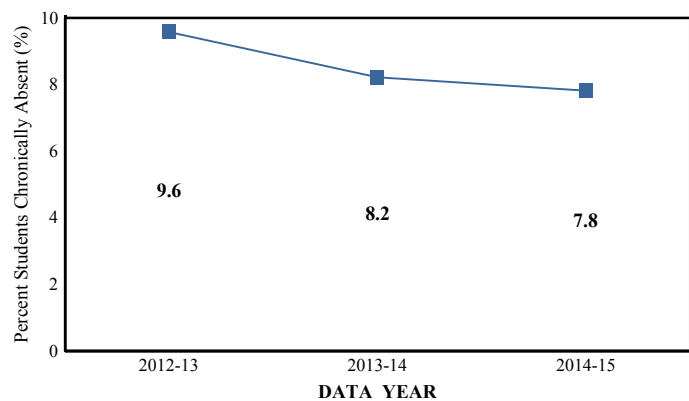
**BERGEN  
MAHWAH TWP**

**GRADE SPAN PK-03**

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.

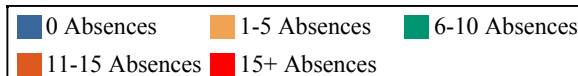
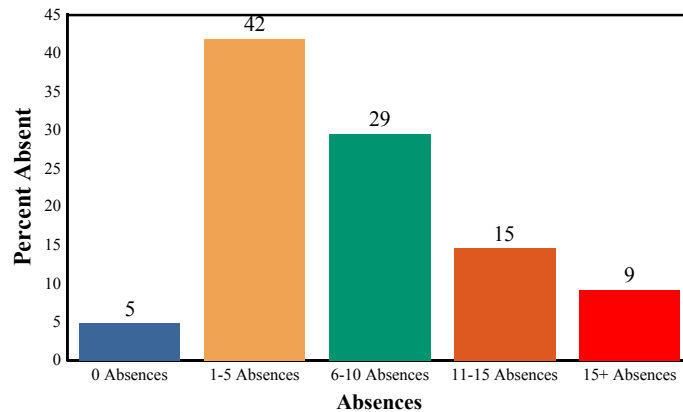


**Chronic Absenteeism for 2014-15**

**7.82%**

**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.



**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN PK-03

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**

**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	850	850
75th	797	770
50th	768	743
25th	737	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	55

**Grade Level - 03**

**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	818	850
75th	784	767
50th	762	745
25th	742	722
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

**SCHOOL CLIMATE**

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GRADE SPAN PK-03

**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. 30 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	0.2%

**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. 30 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	239

**SCHOOL PEER GROUP**

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MAHWAH TWP

GRADE SPAN PK-03

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	MARGATE CITY	WILLIAM H. ROSS III SCHOOL	01-3020-025	PK-04	10.1%	0%	14.1%
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	PK-06	18.5%	8.7%	13.5%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
<b>BERGEN</b>	<b>MAHWAH TWP</b>	<b>LENAPE MEADOWS</b>	<b>03-2900-065</b>	<b>PK-03</b>	<b>15.5%</b>	<b>7.3%</b>	<b>10.6%</b>
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
GLOUCESTER	WASHINGTON TWP	WHITMAN ELEMENTARY SCHOOL	15-5500-070	01-05	18.3%	0%	23.3%
MIDDLESEX	PISCATAWAY TWP	RANDOLPHVILLE ELEMENTARY SCHOOL	23-4130-120	KG-03	21.8%	17.9%	3.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CONSTABLE ELEMENTARY SCHOOL	23-4860-070	PK-05	14.5%	5.4%	11.3%
MIDDLESEX	WOODBRIIDGE TWP	CLAREMONT AVENUE ELEMENTARY SCHOOL	23-5850-120	KG-05	20%	14.9%	5.4%
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MORRIS	BUTLER BORO	AARON DECKER SCHOOL	27-0630-025	PK-04	23.7%	11%	15.3%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE HIAWATHA ELEMENTARY SCHOOL	27-3950-070	PK-05	17.4%	8%	12.5%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN PK-03**

MORRIS	ROCKAWAY TWP	CATHERINE A DWYER ELEMENTARY SCHOOL	27-4490-019	KG-05	18.6%	9.4%	12.6%
MORRIS	ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL DISTRICT	27-4560-080	05-06	12.2%	0.7%	14.8%
PASSAIC	RINGWOOD BORO	ROBERT ERSKINE SCHOOL	31-4400-060	KG-03	10.9%	0.4%	13.3%
PASSAIC	WEST MILFORD TWP	APSHAWA ELEMENTARY SCHOOL	31-5650-042	KG-06	16.5%	4.2%	16.9%
PASSAIC	WEST MILFORD TWP	PARADISE KNOLL ELEMENTARY SCHOOL	31-5650-080	KG-06	11.1%	0%	14.8%
PASSAIC	WEST MILFORD TWP	WESTBROOK ELEMENTARY SCHOOL	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	TULSA TRAIL ELEMENTARY SCHOOL	37-2240-070	01-03	20.6%	1.6%	24.2%
UNION	SPRINGFIELD TWP	JAMES CALDWELL ELEMENTARY SCHOOL	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	UNION TWP	WASHINGTON	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL	41-1670-050	PK-06	12.1%	0%	16.2%



# State of New Jersey 2014-15

## OVERVIEW

BERGEN  
MAHWAH TWP

GRADE SPAN 04-05

03-2900-075  
JOYCE KILMER SCHOOL  
80 RIDGE ROAD  
MAHWAH, NJ 07430

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**

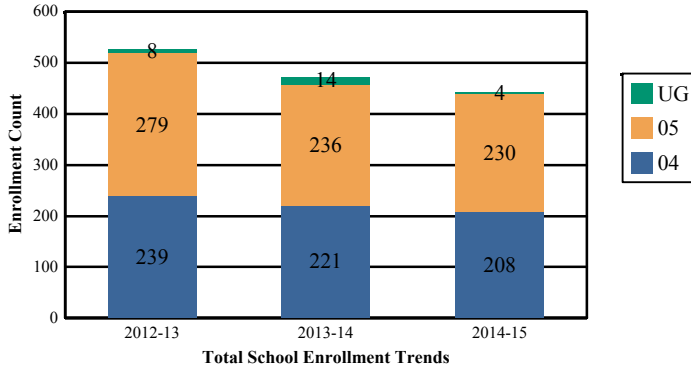
BERGEN  
MAHWAH TWP

GRADE SPAN 04-05

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

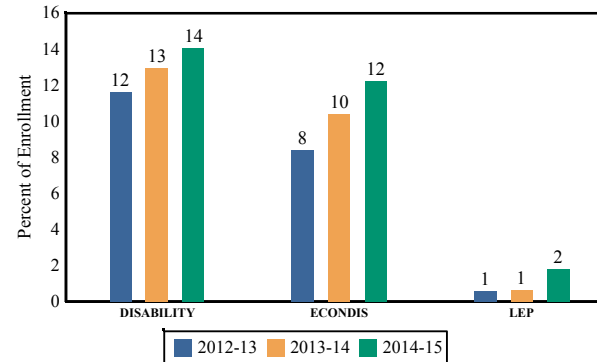
This graph presents the count of students who were 'on roll' by grade in October of each school year.



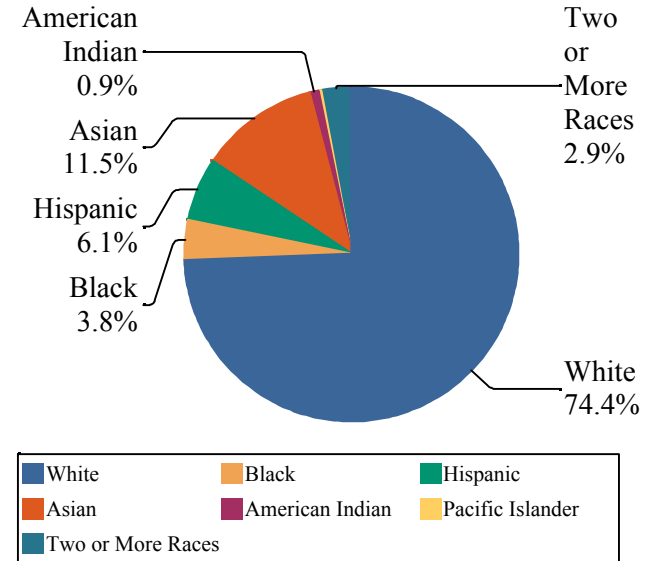
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**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.



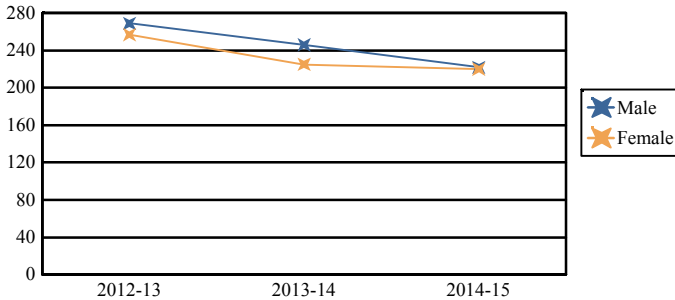
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	526
2013-14	471
2014-15	442

**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	269	257
2013-14	246	225
2014-15	222	220

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	62	14%
Economically Disadvantaged Students	54	12.2%
English Language Learners	8	1.8%

**Language Diversity**

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

2014-15	Percent
English	89.4%
Russian	1.8%
Korean	1.1%
Urdu	1.1%
Tamil	0.9%
Spanish	0.9%
Other	4.7%

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**MAHWAH TWP**

**GRADE SPAN 04-05**

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	73%	100	86
Math Met or Exceeded Expectation	64%		

**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	398	73.3%	95%	93.2%	YES*
White	296	75%	95%	91.9%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	49	81.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	53	37.7%	95%	88.7%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	41	34.1%	95%	95.5%	YES

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

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

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	398	63.6%	95%	93.3%	YES*
White	296	65.9%	95%	91.9%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	49	77.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	53	22.7%	95%	88.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	41	31.7%	95%	95.5%	YES

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**

BERGEN

MAHWAH TWP

GRADE SPAN 04-05

**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>

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	189	771	751	0%	5%	22%	47%	26%	72%	52%
White	132	772	758	0%	5%	21%	50%	24%	74%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	31	777	773	0%	10%	16%	32%	42%	74%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	745	725	0%	15%	45%	40%	0%	40%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	742	734	0%	17%	44%	39%	0%	39%	31%

**ACADEMIC ACHIEVEMENT**

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MAHWAH TWP

GRADE SPAN 04-05

**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	209	767	751	3%	9%	14%	60%	14%	74%	53%
White	164	768	757	2%	9%	13%	62%	14%	76%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	13	765	737	0%	0%	23%	69%	8%	77%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	18	785	771	0%	0%	6%	61%	33%	94%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	33	728	723	18%	33%	12%	36%	0%	36%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	741	734	9%	13%	48%	26%	4%	30%	31%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 04-05**

**JOYCE KILMER SCHOOL  
80 RIDGE ROAD  
MAHWAH, NJ 07430**

**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	189	758	744	1%	7%	32%	50%	9%	59%	42%
White	132	757	749	1%	6%	35%	52%	6%	58%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	31	771	769	3%	3%	23%	48%	23%	71%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	728	724	5%	35%	45%	10%	5%	15%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	739	730	0%	17%	56%	22%	6%	28%	23%

**ACADEMIC ACHIEVEMENT**

BERGEN  
MAHWAH TWP

GRADE SPAN 04-05

**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	209	761	744	1%	8%	23%	50%	17%	67%	42%
White	164	762	749	2%	9%	17%	55%	17%	72%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	13	752	733	0%	0%	62%	31%	8%	38%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	18	781	768	0%	0%	11%	50%	39%	89%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	33	730	724	9%	24%	39%	27%	0%	27%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	746	731	0%	13%	52%	35%	0%	35%	23%

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**MAHWAH TWP**

**GRADE SPAN 04-05**

**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
<b>Reading</b>	<b>Grade 4</b>	State (NJ)	25	33	31	12
	<b>Grade 4</b>	Nation	31	33	27	9
	<b>Grade 8</b>	State (NJ)	20	39	35	6
	<b>Grade 8</b>	Nation	24	42	31	4
<b>Math</b>	<b>Grade 4</b>	State (NJ)	14	39	38	9
	<b>Grade 4</b>	Nation	18	42	33	7
	<b>Grade 8</b>	State (NJ)	21	32	30	16
	<b>Grade 8</b>	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

BERGEN  
MAHWAH TWP

GRADE SPAN 04-05

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

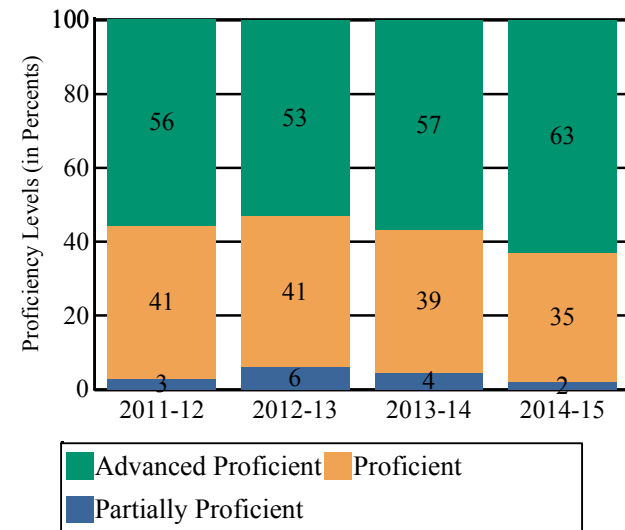
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	35%	2%
White	69%	30%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	62%	38%	0%
Two or More Races	-	-	-
Students with Disability	22%	67%	11%
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	59%	12%

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**

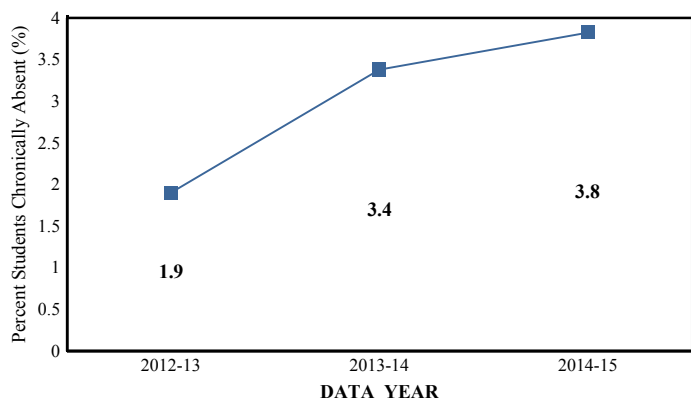
BERGEN  
MAHWAH TWP

GRADE SPAN 04-05

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**

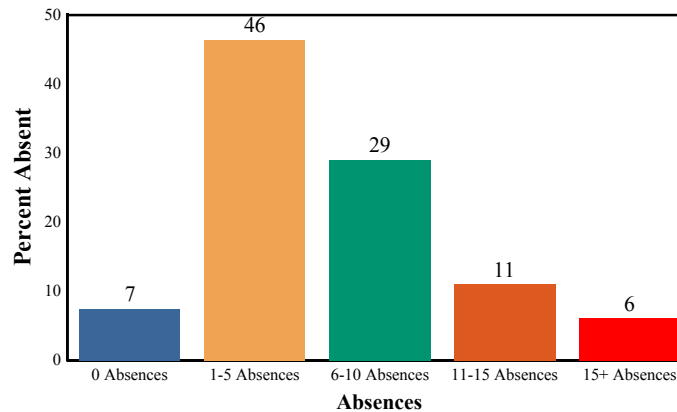
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>3.83%</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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

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GRADE SPAN 04-05

MAHWAH TWP

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	56	89	67	35	YES
Student Growth on Math	56	71	63	35	YES
		80	65		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	1%	0%	0%
Partially Met	5%	2%	0%
Approached	10%	6%	3%
Met	12%	21%	20%
Exceeded	1%	3%	17%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	5%	2%	1%
Approached	12%	7%	9%
Met	11%	20%	19%
Exceeded	0%	2%	12%

**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**

BERGEN

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GRADE SPAN 04-05

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 - 04**

**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	850	850
75th	790	773
50th	769	750
25th	747	728
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

**Grade Level - 04**

**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	828	850
75th	774	764
50th	755	742
25th	737	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN

MAHWAH TWP

GRADE SPAN 04-05

**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	833	850
75th	787	773
50th	771	751
25th	748	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	832	850
75th	777	763
50th	763	743
25th	742	723
0th	658	650

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

### 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. 30 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. 30 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	246

**SCHOOL PEER GROUP**

BERGEN

MAHWAH TWP

GRADE SPAN 04-05

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	MARGATE CITY	WILLIAM H. ROSS III SCHOOL	01-3020-025	PK-04	10.1%	0%	14.1%
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	PK-06	18.5%	8.7%	13.5%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
GLOUCESTER	WASHINGTON TWP	WHITMAN ELEMENTARY SCHOOL	15-5500-070	01-05	18.3%	0%	23.3%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MIDDLESEX	SOUTH BRUNSWICK TWP	CONSTABLE ELEMENTARY SCHOOL	23-4860-070	PK-05	14.5%	5.4%	11.3%
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE HIAWATHA ELEMENTARY SCHOOL	27-3950-070	PK-05	17.4%	8%	12.5%
MORRIS	ROCKAWAY TWP	CATHERINE A DWYER ELEMENTARY SCHOOL	27-4490-019	KG-05	18.6%	9.4%	12.6%
MORRIS	ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL DISTRICT	27-4560-080	05-06	12.2%	0.7%	14.8%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 04-05**

OCEAN	ISLAND HEIGHTS BORO	<b>ISLAND HEIGHTS ELEMENTARY SCHOOL</b>	29-2350-050	KG-06	11.8%	0%	16.8%
PASSAIC	POMPTON LAKES BORO	<b>LINCOLN SCHOOL</b>	31-4230-070	PK-05	19.2%	5%	19.6%
PASSAIC	RINGWOOD BORO	<b>ROBERT ERSKINE SCHOOL</b>	31-4400-060	KG-03	10.9%	0.4%	13.3%
PASSAIC	WEST MILFORD TWP	<b>APSHAWA ELEMENTARY SCHOOL</b>	31-5650-042	KG-06	16.5%	4.2%	16.9%
PASSAIC	WEST MILFORD TWP	<b>PARADISE KNOLL ELEMENTARY SCHOOL</b>	31-5650-080	KG-06	11.1%	0%	14.8%
PASSAIC	WEST MILFORD TWP	<b>WESTBROOK ELEMENTARY SCHOOL</b>	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	<b>TULSA TRAIL ELEMENTARY SCHOOL</b>	37-2240-070	01-03	20.6%	1.6%	24.2%
UNION	SPRINGFIELD TWP	<b>JAMES CALDWELL ELEMENTARY SCHOOL</b>	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	UNION TWP	<b>WASHINGTON</b>	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	<b>FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL</b>	41-1670-050	PK-06	12.1%	0%	16.2%

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**

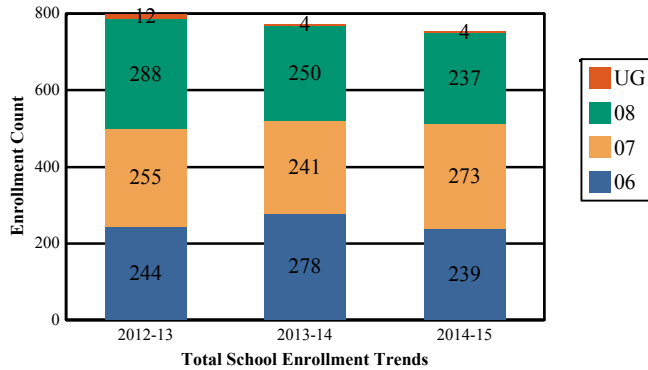
**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**Enrollment by Ethnic/Racial Subgroup**

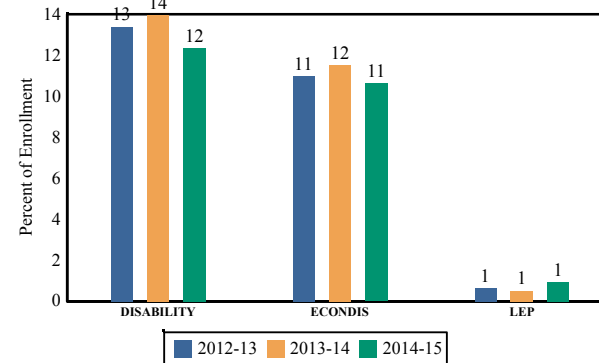
**Enrollment by Grade**

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

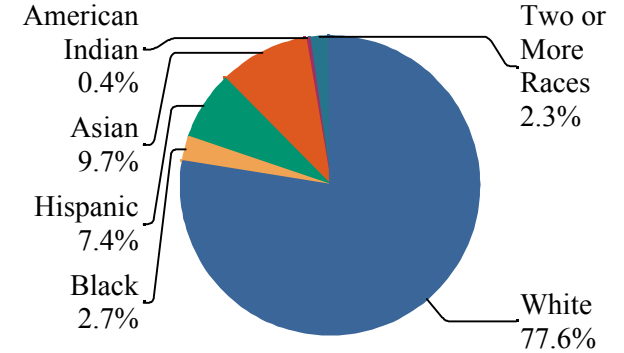


**Enrollment Trends by Program Participation**

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



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

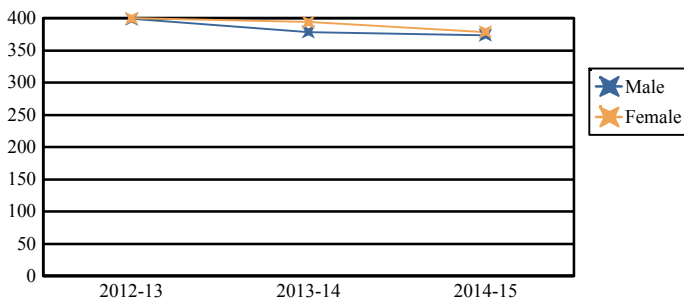


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	799
2013-14	773
2014-15	753

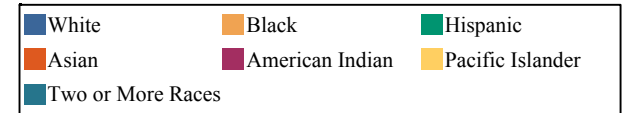
**Enrollment by Gender**

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	93	12%
Economically Disadvantaged Students	80	10.6%
English Language Learners	7	0.9%



**Language Diversity**

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

2014-15	Percent
English	92.0%
Spanish	2.0%
Korean	1.6%
Arabic	0.8%
Russian	0.8%
Polish	0.4%
Other	2.4%

	Male	Female
2012-13	399	400
2013-14	379	394
2014-15	374	379

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

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	78%	100	94
Math Met or Exceeded Expectation	67%		

**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	645	78.2%	95%	88.4%	YES*
White	494	79%	95%	86.6%	YES*
African American	-	-	--	--	--
Hispanic	53	60.3%	95%	93%	YES*
American Indian	-	-	--	--	--
Asian	63	93.6%	95%	98.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	83	25.3%	95%	84.2%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	62	59.7%	95%	88%	YES*

**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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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	645	67.3%	95%	88.4%	YES*
White	496	66.8%	95%	86.9%	YES*
African American	-	-	--	--	--
Hispanic	53	51%	95%	93%	YES*
American Indian	-	-	--	--	--
Asian	62	95.2%	95%	97.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	83	20.5%	95%	84.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	62	53.2%	95%	88%	YES*

**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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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>

**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	202	765	749	1%	4%	24%	53%	18%	71%	50%
White	154	762	755	1%	5%	25%	53%	16%	69%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	13	754	736	0%	0%	54%	38%	8%	46%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	23	788	770	0%	0%	4%	52%	43%	96%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	17	723	718	6%	41%	35%	12%	6%	18%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	755	733	0%	0%	36%	50%	14%	64%	30%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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	235	779	750	1%	6%	9%	38%	46%	84%	53%
White	176	780	757	1%	5%	7%	41%	45%	87%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	24	767	736	0%	13%	21%	38%	29%	67%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	26	798	777	0%	0%	8%	19%	73%	92%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	26	728	713	12%	46%	15%	23%	4%	27%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	759	733	0%	26%	16%	32%	26%	58%	33%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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	208	773	750	5%	5%	12%	46%	32%	78%	53%
White	164	775	757	4%	5%	12%	48%	32%	80%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	16	773	735	0%	6%	31%	31%	31%	63%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	14	782	778	7%	0%	0%	43%	50%	93%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	40	727	713	25%	23%	25%	25%	3%	28%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	29	753	732	14%	7%	21%	38%	21%	59%	34%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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	200	760	743	1%	7%	26%	55%	12%	67%	42%
White	154	757	749	1%	8%	29%	52%	10%	62%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	13	755	731	0%	8%	31%	54%	8%	62%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	22	781	768	0%	0%	0%	68%	32%	100%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	17	723	718	12%	24%	35%	29%	0%	29%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	14	752	729	0%	7%	29%	57%	7%	64%	23%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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	213	753	740	3%	8%	28%	57%	4%	61%	38%
White	165	754	745	4%	5%	29%	59%	3%	62%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	24	744	730	4%	17%	33%	46%	0%	46%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	16	771	760	0%	0%	13%	69%	19%	88%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	743	728	0%	21%	37%	42%	0%	42%	21%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 06-08**

**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	128	746	726	8%	14%	27%	50%	2%	52%	24%
White	98	749	732	6%	13%	26%	54%	1%	55%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	13	744	721	8%	8%	46%	31%	8%	38%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	40	731	705	20%	23%	33%	23%	3%	25%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	24	737	719	13%	17%	25%	46%	0%	46%	17%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 06-08**

**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	89	796	740	0%	0%	0%	72%	28%	100%	40%
White	67	794	746	0%	0%	0%	76%	24%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	17	806	769	0%	0%	0%	53%	47%	100%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 06-08**

**PARCC GEOMETRY - 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	15	789	728	0%	0%	0%	27%	73%	100%	21%
White	12	789	731	0%	0%	0%	25%	75%	100%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**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**

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

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

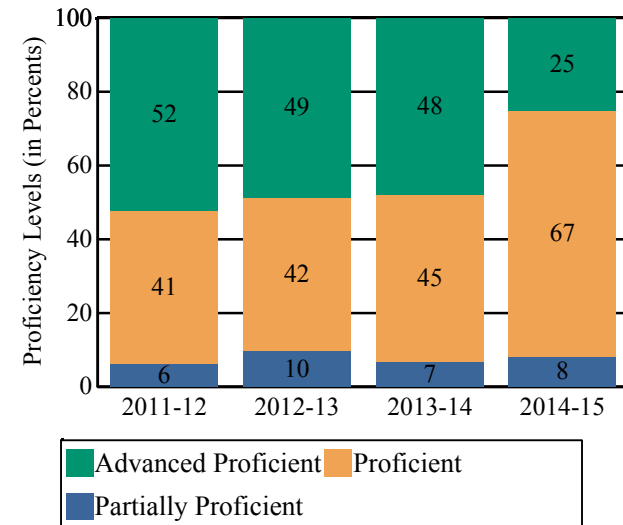
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	67%	8%
White	25%	70%	5%
African American	-	-	-
Hispanic	29%	57%	14%
American Indian	-	-	-
Asian	36%	50%	14%
Two or More Races	-	-	-
Students with Disability	5%	59%	36%
English Language Learners	-	-	-
Economically Disadvantaged Students	14%	62%	24%

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.



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.

<b>Algebra I Enrollment Count</b>	<b>Algebra I PARCC Test Count</b>
<b>95</b>	<b>89</b>

**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.

<b>Algebra I Percent C or Better</b>	<b>Algebra I PARCC Percent Met or Exceeded Expectation</b>
<b>100.0%</b>	<b>100.0%</b>

- Data Suppressed to protect the confidentiality of students

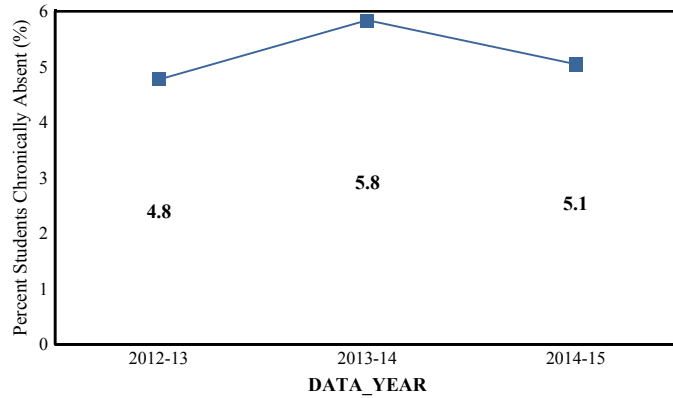
**COLLEGE AND CAREER READINESS**

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**GRADE SPAN 06-08**

**Chronic Absenteeism Trend**

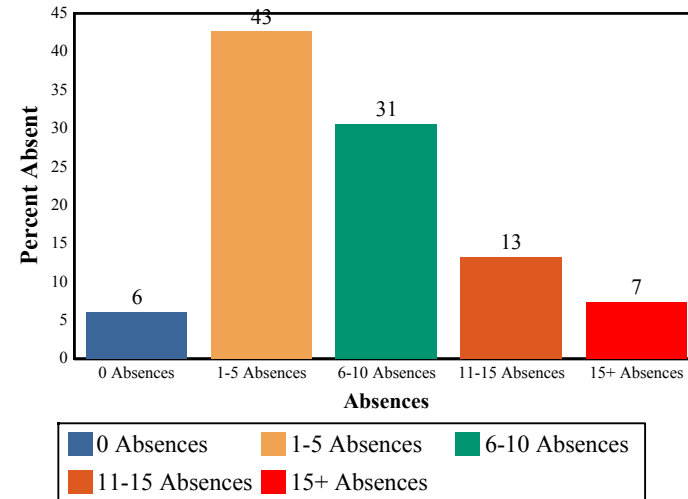
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.05%</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	N/R	66.0%
Visual Arts	78.9%	71.1%
<b>Total: All Visual and Performing Arts</b>	78.9%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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**GRADE SPAN 06-08**

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	68	94	94	35	YES
Student Growth on Math	49	39	52	35	YES
		67	73		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	1%	1%	0%
Partially Met	2%	1%	1%
Approached	5%	5%	4%
Met	9%	14%	23%
Exceeded	2%	5%	26%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	4%	3%	1%
Approached	10%	11%	6%
Met	11%	19%	24%
Exceeded	0%	2%	4%

**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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

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 - 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	819	850
75th	784	770
50th	766	749
25th	747	726
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

**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	811	850
75th	777	763
50th	761	742
25th	743	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
MAHWAH TWP

GRADE SPAN 06-08

**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	838	850
75th	800	776
50th	781	751
25th	761	724
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	52

**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	834	850
75th	798	777
50th	777	751
25th	757	723
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	54

**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	793	850
75th	769	759
50th	756	740
25th	740	720
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	39

**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	803	850
75th	765	748
50th	752	726
25th	730	704
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

**SCHOOL CLIMATE**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

**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. 40 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	1.2%

**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	11
Administrators	377

**SCHOOL PEER GROUP**

BERGEN  
MAHWAH TWP

GRADE SPAN 06-08

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	NORTHFIELD COMMUNITY MIDDLE SCHOOL	01-3720-056	05-08	22.3%	1.6%	18.9%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS MIDDLE SCHOOL	03-2080-055	06-08	17.4%	1.4%	16.7%
BERGEN	MAHWAH TWP	RAMAPO RIDGE	03-2900-076	06-08	10.6%	0.9%	12.5%
BERGEN	NEW MILFORD BORO	DAVID E. OWENS MIDDLE SCHOOL	03-3550-085	06-08	17.5%	1.7%	16.4%
BURLINGTON	DELTRAN TWP	DELTRAN MIDDLE SCHOOL	05-1060-007	06-08	24%	1%	19.2%
BURLINGTON	HAINESPORT TWP	HAINESPORT TOWNSHIP SCHOOL	05-1910-050	PK-08	14.1%	0.9%	15.3%
CAMDEN	BERLIN BORO	BERLIN COMMUNITY SCHOOL	07-0330-020	PK-08	18.6%	0.5%	14%
CAMDEN	GIBBSBORO BORO	GIBBSBORO ELEMENTARY SCHOOL	07-1720-020	PK-08	15.2%	0%	10.2%
CUMBERLANI	GREENWICH TWP	MORRIS GOODWIN SCHOOL	11-1820-060	KG-08	20.8%	0%	9.4%
ESSEX	MONTCLAIR TOWN	MT. HEBRON MIDDLE SCHOOL	13-3310-127	06-08	23.2%	1.9%	19.4%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	DELSEA REGIONAL MIDDLE SCHOOL	15-4940-060	07-08	27.2%	0%	14.7%
HUNTERDON	CLINTON TOWN	CLINTON PUBLIC SCHOOL	19-0910-030	PK-08	11.6%	1.9%	15.2%
HUNTERDON	EAST AMWELL TWP	EAST AMWELL TOWNSHIP	19-1160-050	PK-08	15.9%	1.8%	18.8%
HUNTERDON	FLEMINGTON-RARITAN REG	J.P. CASE MIDDLE SCHOOL	19-1510-045	07-08	11.7%	1.4%	15.7%
MERCER	HAMILTON TWP	EMILY C REYNOLDS MIDDLE SCHOOL	21-1950-080	06-08	27.8%	0.9%	16.6%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS SOUTH MIDDLE SCHOOL	23-4860-075	06-08	14.4%	1%	13.1%
MONMOUTH	SPRING LAKE HEIGHTS BORO	SPRING LAKE HEIGHTS ELEMENTARY SCHOOL	25-4990-050	KG-08	13.6%	0.9%	10.7%
MONMOUTH	WEST LONG BRANCH BORO	FRANK ANTONIDES SCHOOL	25-5640-050	04-08	11.5%	2.4%	19.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	27-3950-060	06-08	18.6%	0.8%	15.3%
MORRIS	ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	27-4490-015	06-08	15.9%	2%	19.2%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL DISTRICT	27-4560-055	07-08	14.4%	0.7%	14%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL EAST	29-5190-060	06-08	24.6%	0%	15.1%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 06-08**

County	Municipality	School Name	Phone	Grade Span	Peer Group %	Target %	Actual %
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%



State of New Jersey  
2014-15

OVERVIEW

BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

03-2900-080  
GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430

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**

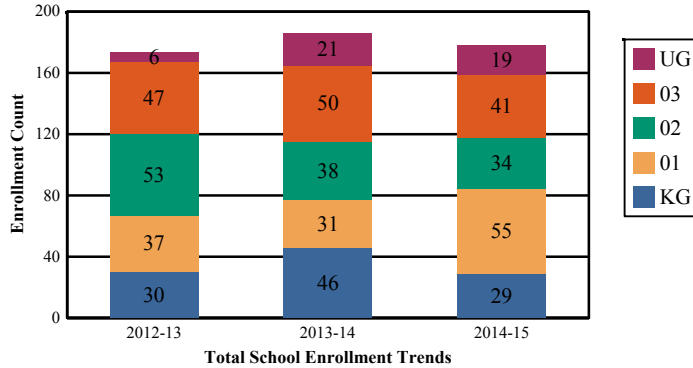
BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

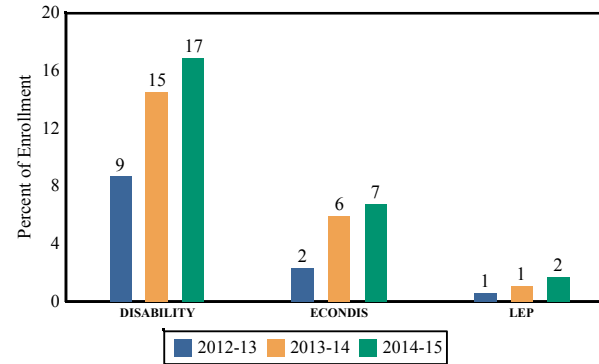
This graph presents the count of students who were 'on roll' by grade in October of each school year.



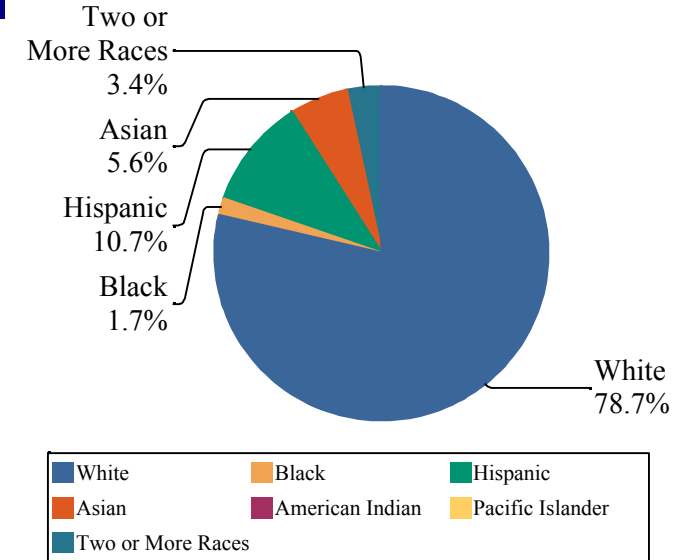
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**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.



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

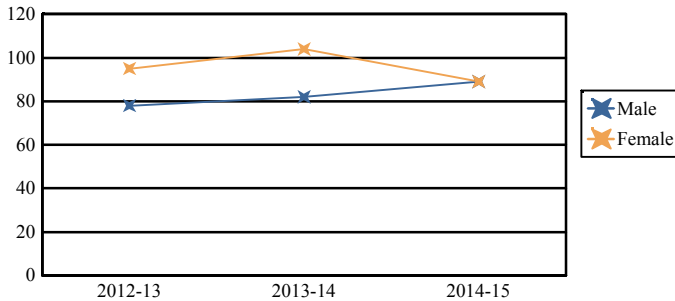


Total School Enrollment	
2012-13	173
2013-14	186
2014-15	178

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	30	17%
Economically Disadvantaged Students	12	6.7%
English Language Learners	3	1.7%

**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	78	95
2013-14	82	104
2014-15	89	89

**Language Diversity**

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

2014-15	Percent
English	92.6%
Spanish	3.2%
Korean	1.1%
Chinese	1.1%
Urdu	1.1%
Punjabi	0.5%
Other	0.5%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN KG-03**

**GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430**

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	53%	10	48
Math Met or Exceeded Expectation	73%		

**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	40	52.5%	95%	91.5%	YES*
White	38	55.3%	95%	91.1%	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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN KG-03**

**GEORGE WASHINGTON SCHOOL  
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MAHWAH, NJ 07430**

**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	40	72.5%	95%	91.5%	YES*
White	38	76.4%	95%	91.1%	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.

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**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN KG-03**

**GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430**

**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	40	755	744	0%	20%	28%	48%	5%	53%	44%
White	38	758	753	0%	16%	29%	50%	5%	55%	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	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
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**GRADE SPAN KG-03**

**GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430**

**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	40	759	746	0%	5%	23%	68%	5%	73%	46%
White	38	759	752	0%	5%	18%	71%	5%	76%	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	-	-	730	-	-	-	-	-	-	26%

### 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

**COLLEGE AND CAREER READINESS**

**BERGEN  
MAHWAH TWP**

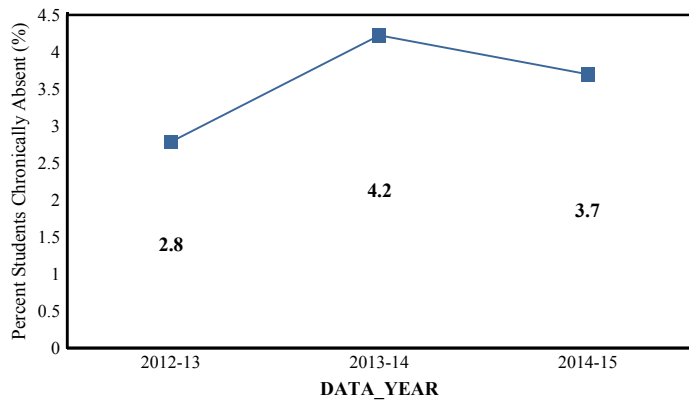
**GRADE SPAN KG-03**

**03-2900-080  
GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430**

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.

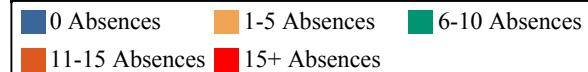
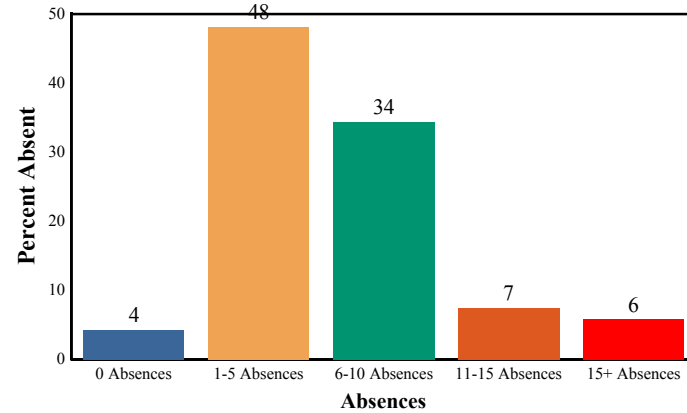


**Chronic Absenteeism for 2014-15**

**3.70%**

**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.



**WITHIN SCHOOL ACHIEVEMENT GAP**

GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430

BERGEN  
MAHWAH TWP

GRADE SPAN KG-03

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
99th	824	850
75th	776	770
50th	757	743
25th	736	715
0th	700	650

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	768	767
50th	758	745
25th	747	722
0th	716	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	55

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	45

**SCHOOL CLIMATE**

BERGEN

MAHWAH TWP

GRADE SPAN KG-03

**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. 30 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	0.6%

**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. 30 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	178

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN KG-03**

**GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
MAHWAH, NJ 07430**

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	FAIR LAWN BORO	<b>RADBURN ELEMENTARY SCHOOL</b>	03-1450-110	KG-05	8.7%	5.1%	23.3%
BERGEN	HILLSDALE BORO	<b>MEADOWBROOK</b>	03-2180-030	PK-04	5.9%	0.9%	21.5%
<b>BERGEN</b>	<b>MAHWAH TWP</b>	<b>GEORGE WASHINGTON SCHOOL</b>	<b>03-2900-080</b>	<b>KG-03</b>	<b>6.7%</b>	<b>1.7%</b>	<b>15.7%</b>
BERGEN	OAKLAND BORO	<b>HEIGHTS ELEMENTARY SCHOOL</b>	03-3760-050	KG-05	6.3%	0.3%	16.5%
BERGEN	WESTWOOD REGIONAL	<b>WASHINGTON ELEMENTARY SCHOOL</b>	03-5755-080	KG-05	5.7%	0.7%	10.7%
BURLINGTON	CHESTERFIELD TWP	<b>CHESTERFIELD TOWNSHIP ELEMENTARY SCHOOL</b>	05-0830-025	PK-06	5.6%	0.3%	10.8%
BURLINGTON	EVESHAM TWP	<b>MARLTON ELEMENTARY</b>	05-1420-058	KG-05	8.7%	4.3%	16.4%
BURLINGTON	MANSFIELD TWP	<b>MANSFIELD TOWNSHIP SCHOOL DISTRICT</b>	05-2960-040	PK-06	6.9%	0.5%	13%
CHARTERS	HATIKVAH INTERNATIONAL CS	<b>HATIKVAH INTERNATIONAL CHARTER SCHOOL</b>	80-6041-916	KG-05	7.4%	3%	10.7%
ESSEX	CALDWELL-WEST CALDWELL	<b>LINCOLN ELEMENTARY SCHOOL</b>	13-0660-080	KG-05	7.7%	3.2%	9.8%
ESSEX	NUTLEY TOWN	<b>WASHINGTON SCHOOL</b>	13-3750-100	KG-06	9.4%	4.7%	9.4%
HUNTERDON	ALEXANDRIA TWP	<b>LESTER D. WILSON ELEMENTARY SCHOOL</b>	19-0020-010	PK-03	5.6%	0%	10.2%
HUNTERDON	READINGTON TWP	<b>HOLLAND BROOK SCHOOL</b>	19-4350-030	04-05	5.8%	1.1%	21.6%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	<b>WEST AMWELL TWP SCHOOL</b>	19-1376-030	KG-06	6.2%	0.4%	18.3%
MERCER	W WINDSOR-PLAINSBORO REG	<b>MILLSTONE RIVER SCHOOL</b>	21-5715-150	04-05	6.5%	1.9%	10.3%
MIDDLESEX	EAST BRUNSWICK TWP	<b>WARNSDORFER ELEMENTARY SCHOOL</b>	23-1170-138	KG-05	5.4%	0%	10.4%
MIDDLESEX	METUCHEN BORO	<b>CAMPBELL ELEMENTARY SCHOOL</b>	23-3120-060	01-04	6.1%	0.6%	13.2%
MIDDLESEX	MONROE TWP	<b>APLEGARTH ELEMENTARY SCHOOL</b>	23-3290-300	04-05	6.9%	0.6%	15.3%
MIDDLESEX	MONROE TWP	<b>WOODLAND ELEMENTARY SCHOOL</b>	23-3290-030	03-05	6.9%	0.9%	23.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	<b>CAMBRIDGE ELEMENTARY SCHOOL</b>	23-4860-060	PK-05	6.7%	0.5%	6%
MIDDLESEX	SOUTH BRUNSWICK TWP	<b>INDIAN FIELDS ELEMENTARY SCHOOL</b>	23-4860-100	PK-05	9.3%	4.6%	8.8%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GEORGE WASHINGTON SCHOOL  
39 FARDALE AVENUE  
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**GRADE SPAN KG-03**

MONMOUTH	HOWELL TWP	<b>GREENVILLE ELEMENTARY SCHOOL</b>	25-2290-012	KG-05	5%	0%	13.7%
MONMOUTH	MILLSTONE TWP	<b>MILLSTONE TOWNSHIP ELEMENTARY SCHOOL</b>	25-3200-060	03-05	7.4%	1.2%	17.6%
MORRIS	MADISON BORO	<b>TOREY J. SABATINI SCHOOL</b>	27-2870-110	KG-05	5.5%	0.9%	12.2%
MORRIS	ROXBURY TWP	<b>KENNEDY ELEMENTARY SCHOOL DISTRICT</b>	27-4560-067	KG-04	5.4%	0%	14.8%
PASSAIC	RINGWOOD BORO	<b>PETER COOPER SCHOOL</b>	31-4400-055	KG-03	5.8%	1.2%	10%
PASSAIC	WAYNE TWP	<b>JAMES FALLON ELEMENTARY SCHOOL</b>	31-5570-085	KG-05	5.9%	0.6%	10.9%
SOMERSET	BRANCBURG TWP	<b>STONY BROOK SCHOOL</b>	35-0510-060	04-05	6%	0.3%	18.9%
SUSSEX	BYRAM TWP	<b>BYRAM LAKES ELEMENTARY SCHOOL</b>	37-0640-010	PK-04	6.5%	0%	16.7%
UNION	CLARK TWP	<b>VALLEY ROAD SCHOOL</b>	39-0850-040	KG-05	5.7%	0.9%	15.7%
UNION	SCOTCH PLAINS-FANWOOD REG	<b>WILLIAM J. MCGINN</b>	39-4670-105	KG-04	5.2%	0%	13%