NJ SCHOOL PERFORMANCE REPORT

BERGENFIELD HIGH SCHOOL
(03-0300-020)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	BERGENFIELD BORO
Principal Name	MR. FASANO
Address	80 S PROSPECT AVE BERGENFIELD, NJ 07621-1958
Phone Number	(201)385-8600
Email Address	JFASANO@BERGENFIELD.ORG
Website	https://www.bergenfield.org/BHS
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	287	299	271
10	329	273	293
11	291	325	278
12	300	302	331
Total	1,207	1,199	1,173

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.7%	48.0%	47.4%
Male	52.3%	52.0%	52.6%
Economically Disadvantaged Students	35.6%	37.0%	36.8%
Students with Disabilities	12.6%	12.5%	12.4%
English Learners	2.5%	3.9%	4.3%
Homeless Students		0.6%	0.5%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	13.3%	12.0%	11.5%
Hispanic	45.7%	48.8%	49.7%
Black or African American	9.5%	8.6%	8.9%
Asian	29.7%	28.9%	28.2%
Native Hawaiian or Pacific Islander	0.7%	0.6%	0.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.9%	1.1%	1.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,205	1,199	1,173
Shared Time Students	3	0	0
Full Time Equivalent	1,207	1,199	1,173

Enrollment by Home Language

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

Home Language	% of Students
English	52.0%
Spanish	30.9%
Tagalog	8.4%
Filipino	2.1%
Malayalam	1.5%
Other Languages	5.0%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	566	99.3	62.6	67.1	56.7	62.6	66.6	Not Met
White	64	98.5	64.1	*	65.6	64.1	66.7	Met Target†
Hispanic	293	99.3	52.9	60.3	42.5	52.9	60.5	Not Met
Black or African American	*	*	*	55.4	37.3	*	51	Met Target
Asian, Native Hawaiian, or Pacific Islander	152	99.4	82.2	82.4	82.3	82.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	272	99.6	70.9	76.3	64.5	70.9		
Male	294	99.0	54.8	59.0	49.4	54.8		
Economically Disadvantaged Students	214	99.5	49.6	56.2	38.5	49.6	56.2	Not Met
Non-Economically Disadvantaged Students	352	99.2	70.4	73.6	67.5	70.4		
Students with Disabilities	80	97.6	11.3	18.2	21.6	11.3	21.1	Not Met
Students without Disabilities	486	99.6	71.0	75.8	63.9	71.0		
English Learners	48	96.2	*	*	27.3	*	9.8	Met Target†
Non-English Learners	518	99.6	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	273	759	759	752	10%	8%	20%	40%	22%	62%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	138	749	749	735	12%	9%	29%	38%	12%	50%	38%
Black or African American	30	747	747	734	*	*	*	*	*	50%	34%
Asian, Native Hawaiian, or Pacific Islander	71	786	786	782	*	*	*	44%	45%	89%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	125	765	765	759	*	*	19%	46%	24%	70%	63%
Male	148	754	754	744	*	*	21%	35%	20%	55%	46%
Economically Disadvantaged Students	100	746	746	733	12%	13%	29%	*	*	46%	34%
Non-Economically Disadvantaged Students	173	767	767	761	8%	6%	15%	*	*	71%	65%
Students with Disabilities	38	710	710	716	*	*	26%	*	*	11%	15%
Students without Disabilities	235	767	767	758	*	*	19%	*	*	70%	62%
English Learners	14	709	709	691	*	*	*	*	*	*	*
Non-English Learners	259	762	762	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	761	761	749	11%	9%	16%	40%	24%	64%	51%
White	32	772	772	756	*	*	*	41%	31%	72%	58%
Hispanic	154	752	752	733	14%	10%	19%	38%	18%	56%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	84	774	774	782	*	*	*	39%	36%	75%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	147	768	768	759	8%	7%	12%	44%	29%	73%	60%
Male	147	753	753	739	14%	11%	20%	37%	18%	55%	42%
Economically Disadvantaged Students	115	750	750	730	12%	10%	25%	43%	10%	53%	34%
Non-Economically Disadvantaged Students	179	767	767	758	11%	9%	9%	39%	32%	71%	59%
Students with Disabilities	36	712	712	707	42%	*	*	*	*	14%	15%
Students without Disabilities	258	767	767	756	7%	*	*	*	*	71%	57%
English Learners	20	697	697	684	*	*	*	*	*	*	*
Non-English Learners	274	765	765	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	268	756	756	736	10%	10%	21%	40%	20%	59%	39%
White	36	756	756	737	*	*	*	*	*	64%	41%
Hispanic	129	746	746	731	11%	16%	24%	37%	12%	50%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	73	779	779	759	*	*	16%	37%	41%	78%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	137	764	764	745	*	*	16%	47%	23%	70%	48%
Male	131	748	748	728	*	*	26%	31%	17%	48%	31%
Economically Disadvantaged Students	93	753	753	730	*	14%	24%	*	*	56%	33%
Non-Economically Disadvantaged Students	175	758	758	739	*	8%	19%	*	*	61%	42%
Students with Disabilities	34	717	717	708	35%	*	*	*	*	18%	13%
Students without Disabilities	234	762	762	742	6%	*	*	*	*	65%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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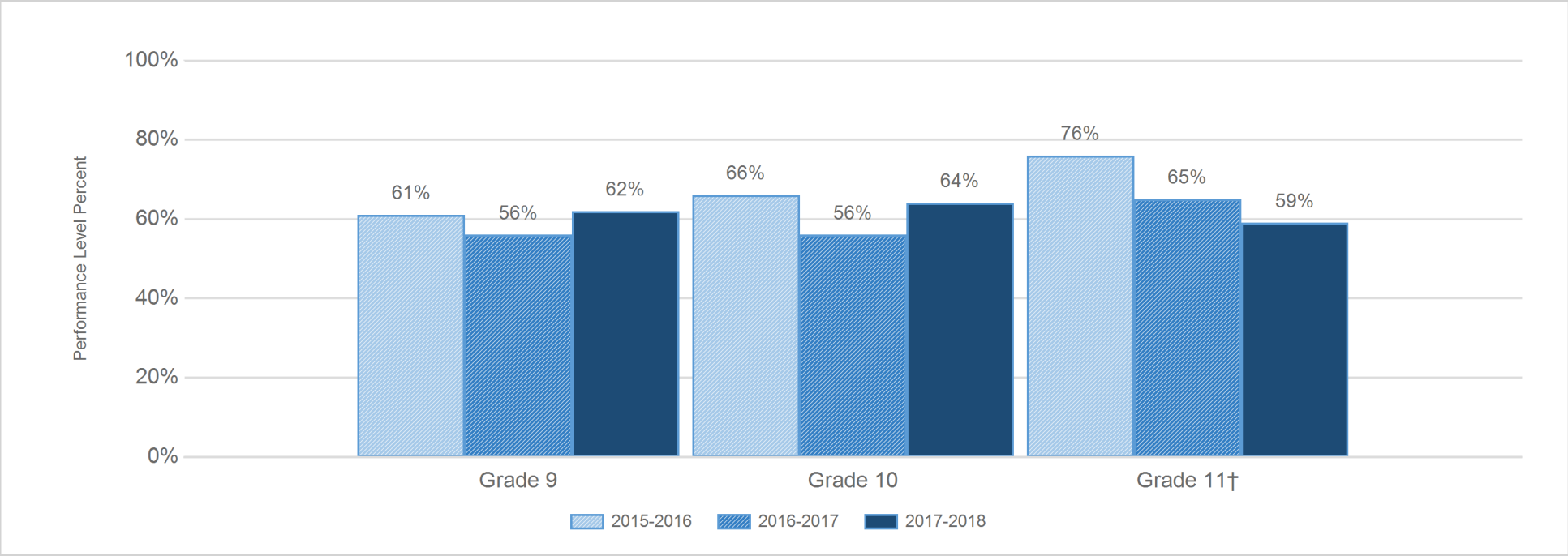
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	523	99.1	35.4	49.3	45.0	35.4	45.4	Not Met
White	59	98.3	47.5	*	54.1	47.5	51.6	Met Target†
Hispanic	274	98.9	28.5	39.8	29.2	28.5	35.5	Not Met
Black or African American	*	*	*	32.7	23.4	*	26.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	139	99.3	49.0	67.1	77.0	49.0	63.2	Not Met
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	252	99.6	32.5	52.2	46.0	32.5		
Male	271	98.6	38.0	46.5	43.9	38.0		
Economically Disadvantaged Students	200	99.0	24.5	36.5	26.6	24.5	34.7	Not Met
Non-Economically Disadvantaged Students	323	99.1	42.1	56.9	55.9	42.1		
Students with Disabilities	70	98.6	*	*	17.1	*	14.5	Not Met
Students without Disabilities	453	99.1	*	*	50.5	*		
English Learners	47	96.2	12.8	30.9	24.6	12.8	21.9	Not Met
Non-English Learners	476	99.4	37.6	51.3	46.9	37.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	735	752	746	12%	25%	31%	*	*	32%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	122	735	747	730	12%	26%	30%	31%	0%	31%	27%
Black or African American	24	723	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	35	745	767	779	*	*	*	*	*	49%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	86	733	753	748	*	28%	38%	*	*	24%	48%
Male	118	737	751	745	*	23%	25%	*	*	37%	44%
Economically Disadvantaged Students	86	734	743	729	*	29%	35%	*	*	27%	25%
Non-Economically Disadvantaged Students	118	737	756	756	*	22%	28%	*	*	36%	57%
Students with Disabilities	46	710	*	716	*	*	*	*	*	*	13%
Students without Disabilities	158	743	*	752	*	*	*	*	*	*	52%
English Learners	20	724	724	710	*	*	*	*	*	20%	*
Non-English Learners	184	737	754	749	*	*	*	*	*	33%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	735	738	735	6%	28%	36%	31%	0%	31%	30%
White	*	*	742	740	*	*	*	*	*	*	37%
Hispanic	125	731	*	723	*	37%	36%	*	*	23%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	67	741	746	760	*	*	36%	42%	0%	42%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	109	738	*	736	*	*	39%	*	*	35%	30%
Male	123	732	*	734	*	*	33%	*	*	27%	29%
Economically Disadvantaged Students	91	731	*	722	*	35%	41%	*	*	20%	13%
Non-Economically Disadvantaged Students	141	737	*	741	*	23%	33%	*	*	38%	38%
Students with Disabilities	28	721	721	713	*	*	*	*	*	*	*
Students without Disabilities	204	736	740	738	*	*	*	*	*	*	*
English Learners	17	713	713	711	*	*	*	*	*	*	*
Non-English Learners	215	736	740	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BERGENFIELD HIGH SCHOOL
(03-0300-020)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	728	728	727	21%	25%	27%	*	*	27%	30%
White	41	737	737	733	*	*	*	41%	0%	41%	35%
Hispanic	113	718	718	710	27%	30%	26%	*	*	18%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	59	748	748	766	*	*	41%	*	*	41%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	127	725	725	728	22%	24%	31%	*	*	23%	30%
Male	111	730	730	727	19%	27%	23%	*	*	32%	30%
Economically Disadvantaged Students	81	719	719	709	26%	32%	25%	*	*	17%	13%
Non-Economically Disadvantaged Students	157	732	732	736	18%	22%	29%	*	*	32%	37%
Students with Disabilities	23	698	698	693	*	*	*	*	*	*	*
Students without Disabilities	215	731	731	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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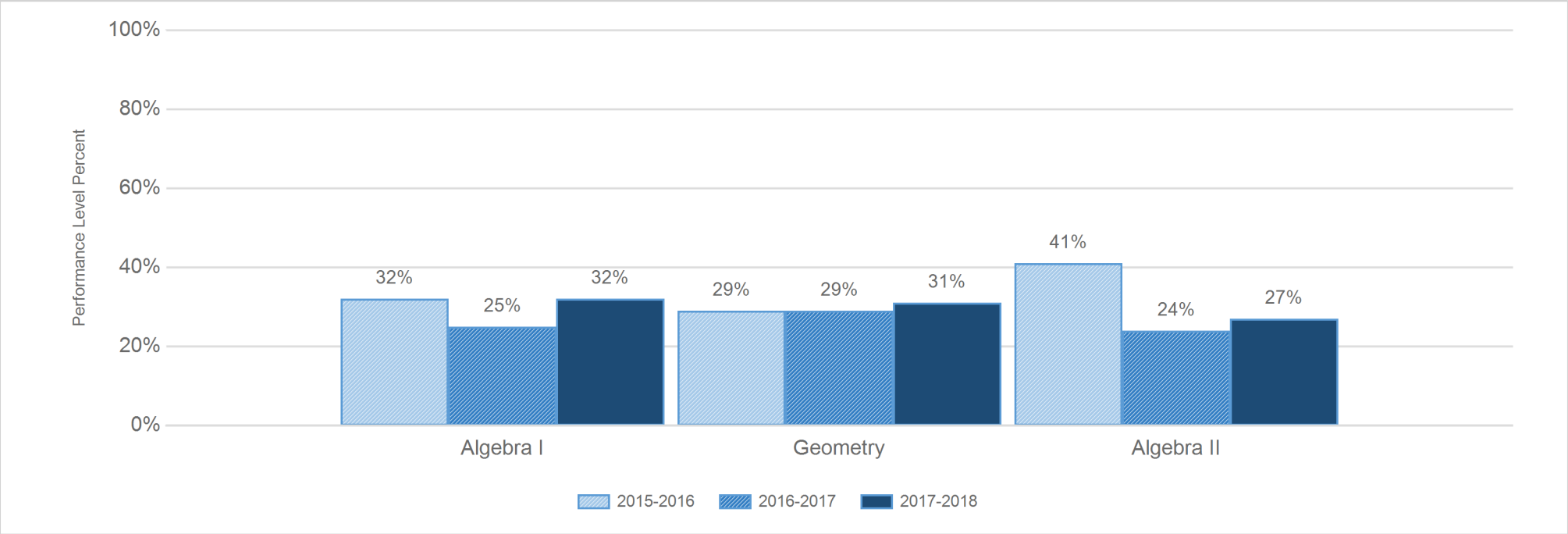
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	56.8%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	*	*
3-4	14	71.4%	28.6%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	97.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	10.3%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	467	478	Grade 10: 430 Grade 11: 460	58%	62%
PSAT 10/NMSQT - Math	469	478	Grade 10: 480 Grade 11: 510	36%	42%
SAT - Reading and Writing	524	542	480	67%	72%
SAT - Math	523	543	530	49%	54%
ACT - Reading	23	24	22	59%	62%
ACT - English	23	24	18	74%	78%
ACT - Math	23	24	22	68%	62%
ACT - Science	23	23	23	62%	53%

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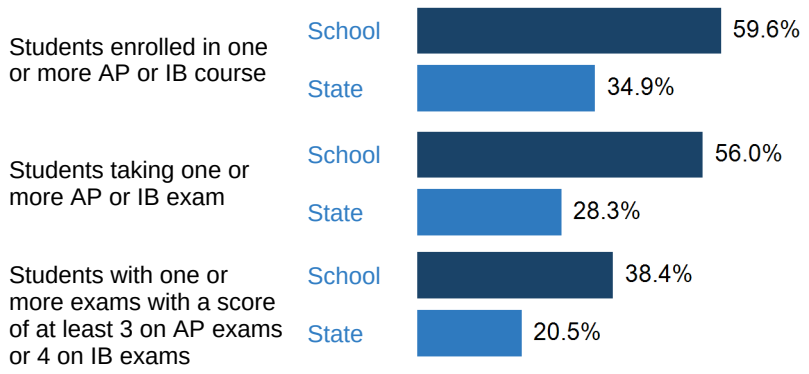
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	9	8
AP Biology	41	39
AP Calculus AB	91	86
AP Calculus BC	27	26
AP Chemistry	17	15
AP Computer Science A	7	7
AP Computer Science Principles	83	78
AP English Language and Composition	94	93
AP English Literature and Composition	93	89
AP Environmental Science	23	23
AP European History	9	8
AP French Language and Culture	5	5
AP Human Geography	58	57
AP Microeconomics	19	19
AP Music Theory	10	10
AP Physics 1	0	39

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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	43	0
AP Psychology	145	142
AP Seminar	16	16
AP Spanish Language	41	41
AP Spanish Literature	12	12
AP Statistics	7	7
AP Studio Art—Drawing Portfolio	10	6
AP Studio Art—Three-Demensional	2	0
AP Studio Art—Two-Demensional	21	23
AP U.S. Government and Politics	15	12
AP U.S. History	13	12
AP World History	0	1
Total Exams taken		874
Exams with scores of at least 3 on AP exams or 4 on IB exams		508

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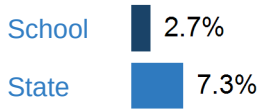
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

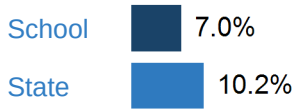
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



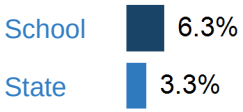
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Health Science	114		
Total (All Clusters)	114	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	189	66	24	0	0	0	0
10	24	179	92	29	0	0	2
11	8	15	138	83	36	1	7
12	1	2	31	57	123	6	86
Total	222	262	285	169	159	7	95
Enrolled in AP/IB Course					117	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	7	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	6	84	1	0	218	25
10	81	218	0	2	18	7
11	207	7	0	5	12	14
12	21	7	1	21	17	58
Total	315	316	2	28	265	104
Enrolled in AP/IB Course	41	17		23	43	0
Enrolled in Dual Enrollment Course	0	58	0	0	0	49

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	272	7	0	0	2	5
10	13	291	9	0	15	14
11	8	269	17	23	22	38
12	6	29	12	127	21	79
Total	299	596	38	150	60	136
Enrolled in AP/IB Course	0	13	19	145		77
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	168	29	0	0	0	41	0
10	239	27	0	0	0	12	0
11	137	23	0	0	0	5	0
12	53	10	0	0	0	0	0
Total	597	89	0	0	0	58	0
Enrolled in AP/IB Course	53	5	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	196	39	0	0	0	2	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	23
Total	23

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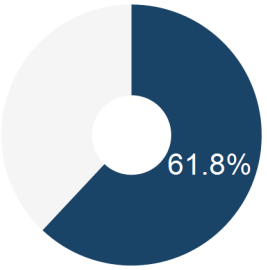
Visual and Performing Arts – Course Participation

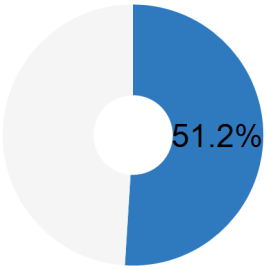
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

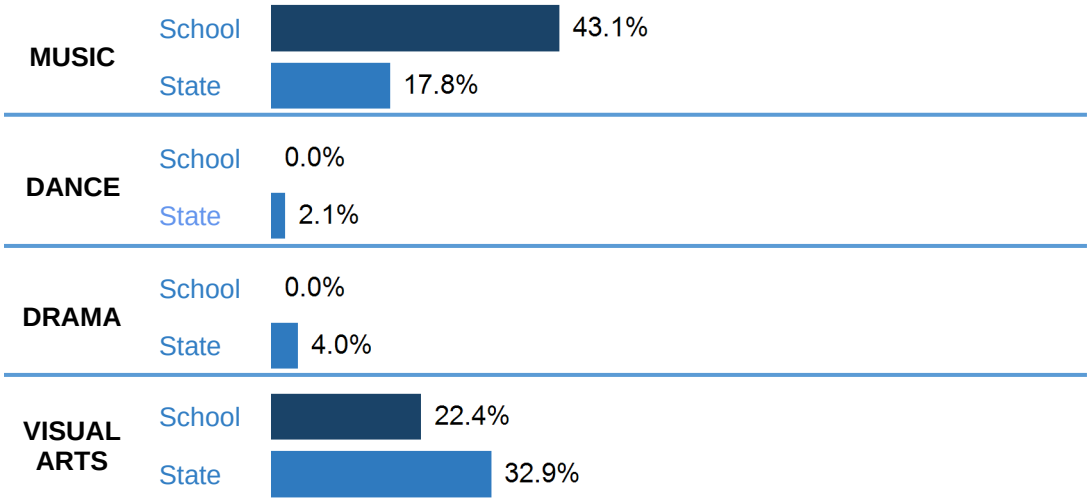


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.3%	90.9%	97.7%	92.4%	97.3%	N	Met Goal	97.1%	N	Met Goal
White	100.0%	95.0%	90.0%	95.7%	92.1%	95.0%	Not Met	88.5%	94.5%	Not Met
Hispanic	98.1%	84.8%	99.2%	87.3%	97.7%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	84.2%	*	86.8%	*	N	Met Goal	93.3%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	95.5%	97.0%	98.0%	97.7%	98.0%	N	Met Goal	98.9%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	97.4%	84.6%	99.1%	87.0%	98.1%	N	Met Goal	97.5%	N	Met Goal
Students with Disabilities	80.9%	80.1%	75.9%	83.5%	75.9%	95.0%	Not Met	83.3%	87.6%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	100.0%	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	*	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	80.6%	74.8%
Substitute Competency Test	9.7%	16.1%
Portfolio Appeals Process	1.8%	0.0%
Alternate Requirements specified in IEP	5.8%	7.0%
Unknown	2.1%	2.1%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	97.3%	-
2017	97.3%	97.7%
2016	96.5%	97.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.2%

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(03-0300-020)
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2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	74.3%	25.5%	74.5%
White	64.9%	12.5%	87.5%
Hispanic	73.5%	32.5%	67.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	79.4%	18.8%	81.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	67.3%	32.4%	67.6%
Students with Disabilities	45.9%	58.8%	41.2%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	81.3%	26.1%	73.9%	68.4%	31.6%	80.3%	19.7%
White	75%	16.7%	83.3%	54.2%	45.8%	75%	25%
Hispanic	80%	29.8%	70.2%	65.4%	34.6%	79.8%	20.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89.4%	26.2%	73.8%	75%	25%	83.3%	16.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	81.3%	31.1%	68.9%	70.3%	29.7%	85.1%	14.9%
Students with Disabilities	65%	84.6%	15.4%	92.3%	7.7%	84.6%	15.4%
English Learners	*	*	*	*	*	*	*

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

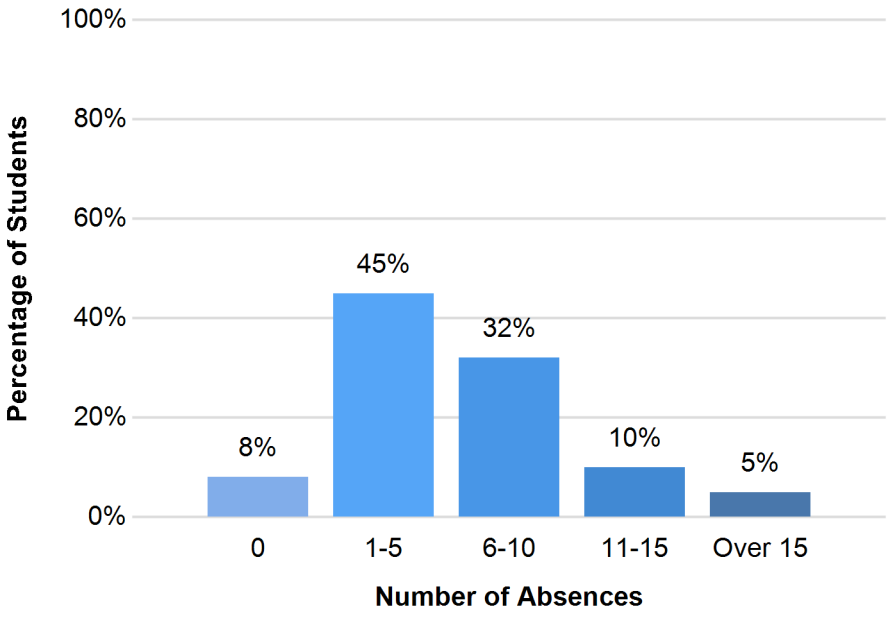
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	49	4.1	14.9	Met
White	13	8.7	14.9	Met
Hispanic	24	4.1	14.9	Met
Black or African American	2	1.9	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	8	2.3	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	15.4	**	**
Economically Disadvantaged Students	15	3.5	14.9	Met
Students with Disabilities	26	15.0	14.9	Not Met
English Learners	5	10.0	14.9	Met

Days Absent

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



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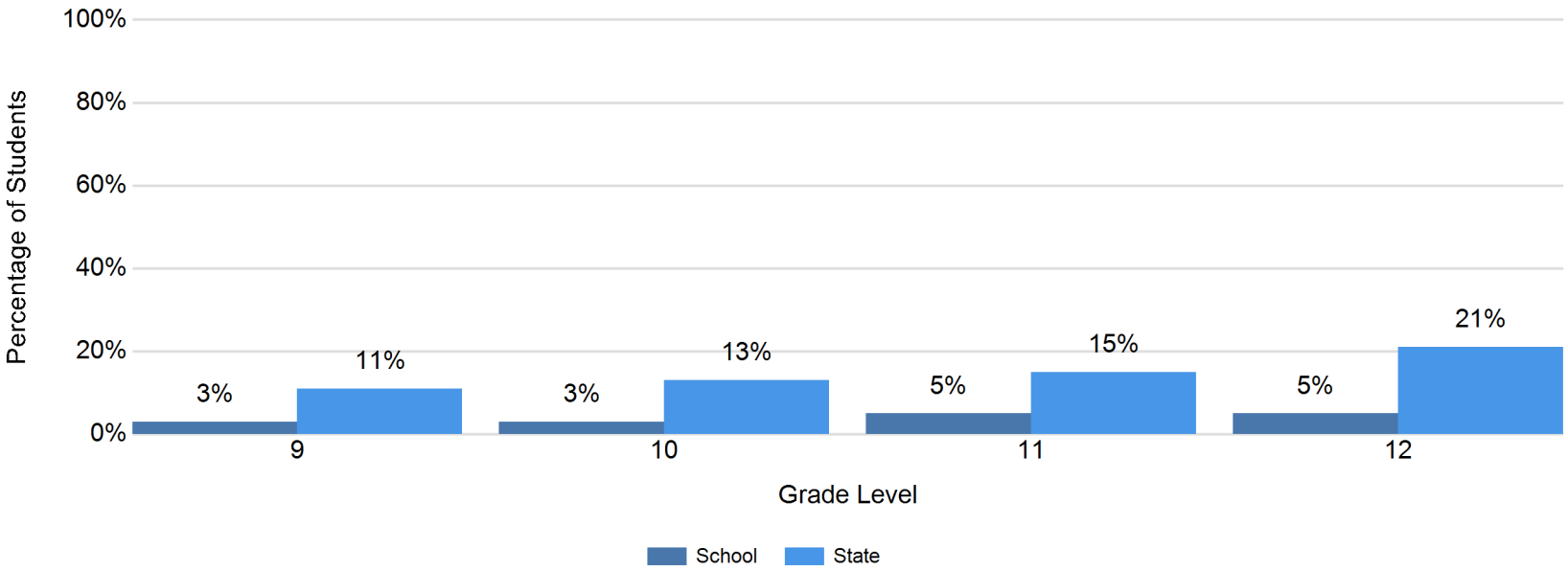
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.62

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	2	0	2
Disability	1	2	3
Other	10	3	13
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	15	1.3%
Any Suspension	15	1.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
69

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$495	$15,354	$15,849

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	103	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	81.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	10.5	12.0
Administrators in district for 4 or more years	73.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	196:1	188:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		1791:1
Students to Nurses		512:1
Students to Counselors		358:1
Students to Child Study Team		239:1

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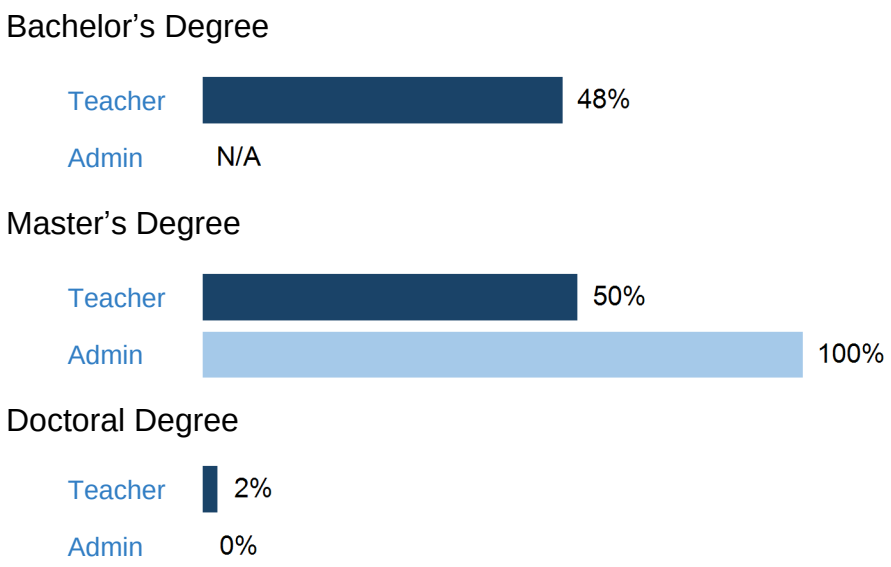
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.1%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	52.4%	50.0%
Male	47.6%	50.0%
White	75.7%	100.0%
Hispanic	15.5%	0.0%
Black or African American	2.9%	0.0%
Asian	5.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	67.05	15.0%
Mathematics Proficiency	57.02	15.0%
Graduation Rate - 4-Year	75.07	20.0%
Graduation Rate - 5-Year	60.34	20.0%
Progress Towards English Language Proficiency	76.36	20.0%
Chronic Absenteeism	85.06	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	69.47	n/a
Summative Rating: Percentile Rank of Summative Score	74.21	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Goal	Met Goal	Met Target	Met	No
White	40.83	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	88.93	8.94	No	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	84.72	8.94	No	Met Target	Not Met	Met Goal	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	51.21	8.94	No	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	88.36	8.94	No	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	45.42	8.94	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Not Met	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Recognized by US News and World Report in its 2018 Best High Schools in America Rankings • Recognized on the 2018 list of the Jay Mathews Challenge Index (formerly Washington Post's "America's Most Challenging High Schools") • Humanities teacher Mr. Henry Baldwin was selected at Bergen County Teacher of the Year for the 2017-18 school year.
Mission, Vision, Theme:	Bergenfield High School's mission is to offer academic and extracurricular programs and services that enable all students to become self-directed, lifelong learners who are successful in college and the workplace while displaying a strong sense of citizenship. The faculty, administration, and staff will provide a safe and nurturing learning environment designed to prepare students with 21st century skills consistent with New Jersey Student Learning Standards.
Awards, Recognition, Accomplishments:	Bergenfield High School is committed to providing a high quality education for its students and partners with parents and the community. In its 2018 rankings, U.S. News & World Report ranked the high school among the top 4% of in the United States and was awarded a silver recognition in their Best High Schools report. The 2018 Jay Mathews Challenge Index places BHS at 824th in the nation, landing the school in the top 3% in the country and top 1% of high schools, both public and private, in New Jersey.

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Courses, Curriculum, Instruction:	Bergenfield High School offers a truly comprehensive educational experience to all of its students. The educational environment provides for independent, traditional and non-traditional learning experiences. We have developed academic career pathways in the medical field (Health Career Program), education (Teacher Apprentice Program), Business Administration and Management, green technology as well as journalism, television production and music. The school offers a total of 28 Advanced Placement courses for all of its students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) The Boys Volleyball team was a Bergen County Tournament finalist in 2018. One of the male athletes on the track and field team competed in the State Meet of Champions in the 2018 season.
Clubs and Activities:	Academic Decathlon, Anime Club, Bear Facts Newspaper, Chess Club, Cheerleading, Color Guard, Dance team, Debate, DECA, Englewood Hospital Volunteering, French Club, Graphic Arts Club, Health Office Helpers, Interact, Literary Magazine Collage, Marching Band, Model UN, National Honor Society, Orchestra, Quiz Bowl, Robotics, Ski and Snowboard, Student Congress, Taiko Drumming, TV/Video Club, Weightlifting Club, Yearbook Crossroads, RISE, SAPHIRE, SAVE Club, Video Gamer Club

NJ SCHOOL PERFORMANCE REPORT

BERGENFIELD HIGH SCHOOL
(03-0300-020)
Grades Offered: 09-12
2017-2018

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

School Narrative

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

Before and After School Programs:	Peer Tutoring, Big Brothers/Big Sisters, Peer Transitions Program
Staff and Professional Learning:	Staff and professional learning cover implementation of educational technical resources for respective courses. To support Bergenfield High School's AP program, faculty members attend routine AP/College Board workshops and conferences. Teachers also receive training and coaching on the implementation of the AP SpringBoard curriculum. In-district professional development also covers EL modifications and student engagement.
Postsecondary Information:	Bergenfield High School partners with the College Board to hold an annual SAT During the School Day exam. BHS runs after school SAT Prep classes for its students. The school's College Head Start program initiates student visits of regional colleges and universities throughout the year. The Guidance Department runs workshops for parents and students on the college application process and holds an annual Financial Aid Workshop.

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Student Supports and Services:	BHS provides high-intensity ESL and sheltered instruction for English Learners (EL). Students with disabilities are supported in various classroom environments according to their IEP: in class support, supplemental support, resource replacement and self-contained classrooms. Counseling, speech therapy and occupational therapy services are provided for students in need. BHS has an Intervention and Referral Services team comprised of teachers, counselors and administrators.
Student Health and Wellness:	All BHS students are required to take the equivalent of one academic year of physical education and one semester of health education for each year enrolled in the high school. The school participates in USDA child nutrition programs including the National School Lunch Program, the School Breakfast Program and also operates the additional nutrition-related program, Grab n Go Breakfast.
Parent and Community Involvement:	The Bergenfield High School Parents Association meets monthly and runs the annual Project Graduation event along with other fundraising special events. All parents have access to their child's grade performance through the Infinite Campus Parent Portal. Homeworknow.com is used by parents to identify assignments and projects assigned by teachers.

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Other Information:	Students entering BHS in 9th and 10th grade may apply for entrance into the school's highly competitive STEM (Science, Technology, Engineering and Math) program. STEM students complete their own individual senior research/thesis project before graduation. Students may also choose to take part in the AP Capstone series of courses--AP Research and AP Seminar. AP Capstone equips students with independent research, collaborative teamwork, and communication skills increasingly valued by colleges. The school also offers two AP computer science courses: AP Computer Science Principles and AP Computer Science A. The school's Teacher Apprentice Program is a NJDOE Best Practice Award winner. Bergenfield High School also participates in the NJ School Choice program.