



**Bergenfield High School**  
**2016-2017**  
**Grade Span 09-12**

03-0300-020  
 BERGEN  
 BERGENFIELD BORO  
 80 S PROSPECT AVE  
 BERGENFIELD, NJ 07621-1958

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	321	277	298
10	289	325	264
11	289	286	322
12	282	288	290
Ungraded	24	29	25
Total	1204	1205	1199

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	2014-15	2015-16	2016-17
Female	47%	48%	48%
Male	53%	52%	52%
Economically Disadvantaged Students	34%	36%	37%
Students with Disabilities	12%	13%	13%
English Learners	2%	3%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	48.8%
Asian	28.9%
White	12.0%
Black or African American	8.6%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	1.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1199
Shared Time Students	0
Full Time Equivalent	1199

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. All other students are included in Other Languages.

Home Language	% of Students
English	53.0%
Spanish	30.9%
Tagalog	8.7%
Filipino	1.8%
Malayalam	1.1%
Other	4.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	502	99.3	57.90	65.60	54.90	57.9	65.8	Not Met
White	65	95.9	64.60	*	63.90	64.6	65.9	Met Target†
Hispanic	257	100.0	49.80	58.20	39.80	49.8	59.4	Not Met
Black or African American	43	97.9	51.20	51.00	35.20	51.2	49.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	134	100.0	72.30	79.30	80.70	72.3	80	Not Met
American Indian or Alaska Native	*	*	*	66.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	246	98.6	65.00	73.10	62.20	65		
Male	256	100.0	51.20	58.60	48.10	51.2		
Economically Disadvantaged Students	201	99.1	49.30	54.60	36.20	49.3	54.8	Met Target†
Non-Economically Disadvantaged Students	301	99.4	63.80	72.20	65.80	63.8		
Students with Disabilities	75	97.6	12.00	*	20.50	12	17.8	Met Target†
Students without Disabilities	427	99.6	66.10	*	61.90	66.1		
English Learners	33	100.0	*	*	25.20	*	N	N
Non-English Learners	469	99.2	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	295	750	750	749	10%	12%	22%	46%	11%	56%	52%
White	34	754	754	757	*	*	*	53%	*	65%	62%
Hispanic	157	743	743	733	15%	*	23%	45%	*	50%	35%
Black or African American	21	743	743	730	*	*	*	*	*	43%	30%
Asian, Native Hawaiian, or Pacific Islander	81	763	763	777	*	*	21%	48%	19%	67%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	146	756	756	756	8%	7%	22%	49%	14%	63%	60%
Male	149	744	744	741	12%	16%	22%	42%	7%	50%	43%
Economically Disadvantaged Students	123	741	741	731	13%	*	30%	41%	*	46%	32%
Non-Economically Disadvantaged Students	172	756	756	758	8%	*	16%	49%	*	64%	62%
Students with Disabilities	39	718	718	714	26%	36%	*	*	0%	18%	13%
Students without Disabilities	256	755	755	754	8%	8%	*	*	12%	62%	58%
English Learners	23	694	694	690	*	*	*	*	*	*	*
Non-English Learners	272	755	755	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	266	755	755	743	14%	12%	17%	36%	21%	56%	46%
White	36	761	761	749	*	*	*	36%	*	61%	52%
Hispanic	137	741	741	728	20%	15%	21%	32%	12%	44%	34%
Black or African American	26	749	749	725	*	*	*	50%	*	54%	31%
Asian, Native Hawaiian, or Pacific Islander	66	784	784	774	*	*	*	38%	44%	82%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	134	762	762	752	9%	12%	14%	43%	22%	65%	54%
Male	132	748	748	734	19%	13%	21%	29%	19%	48%	39%
Economically Disadvantaged Students	100	744	744	726	17%	*	18%	43%	*	50%	32%
Non-Economically Disadvantaged Students	166	761	761	751	12%	*	17%	31%	*	60%	54%
Students with Disabilities	38	708	708	704	*	*	*	*	*	*	12%
Students without Disabilities	228	763	763	749	*	*	*	*	*	*	52%
English Learners	14	685	685	681	*	*	*	*	*	*	*
Non-English Learners	252	759	759	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	327	760	760	736	10%	9%	16%	41%	24%	65%	38%
White	37	756	756	738	*	*	*	35%	30%	65%	40%
Hispanic	156	752	752	731	12%	14%	18%	40%	16%	56%	34%
Black or African American	25	742	742	728	*	*	*	40%	*	48%	30%
Asian, Native Hawaiian, or Pacific Islander	105	778	778	756	*	*	11%	45%	37%	82%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	144	770	770	744	*	*	8%	50%	31%	81%	46%
Male	183	752	752	729	*	*	22%	33%	19%	52%	31%
Economically Disadvantaged Students	106	752	752	729	12%	9%	25%	37%	17%	54%	32%
Non-Economically Disadvantaged Students	221	764	764	740	10%	9%	12%	43%	28%	70%	42%
Students with Disabilities	35	702	702	709	*	*	*	*	*	*	12%
Students without Disabilities	292	767	767	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

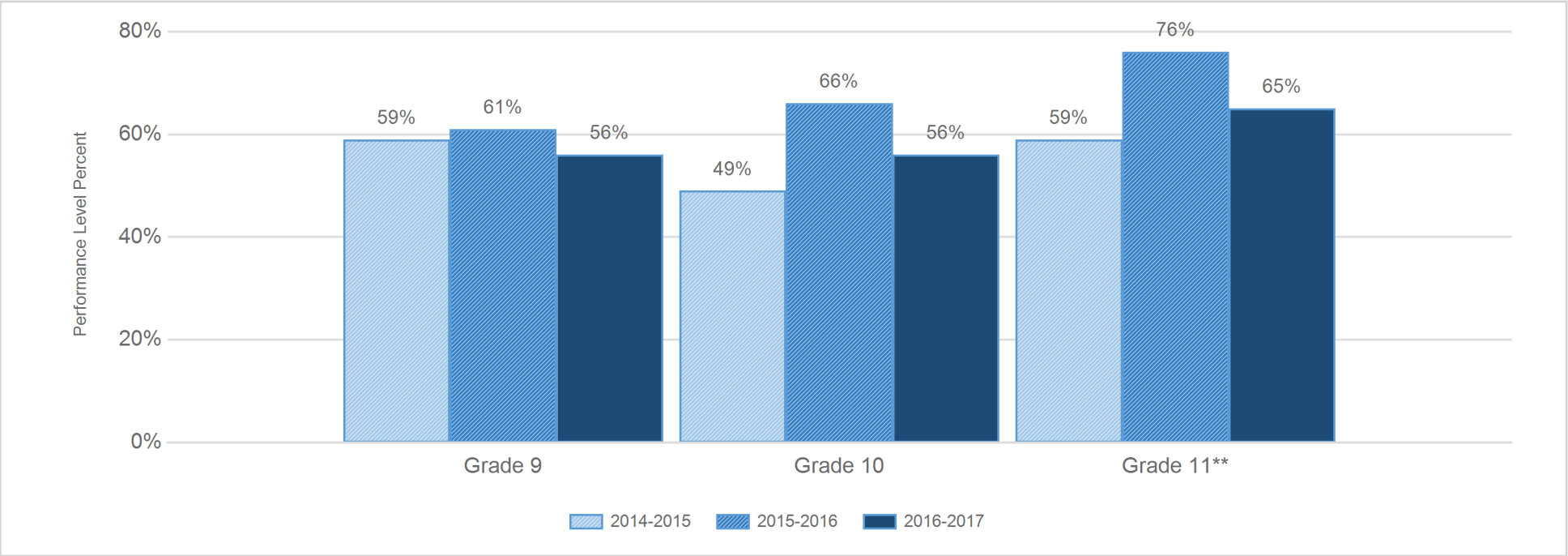


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.





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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	462	99.2	32.70	50.30	43.50	32.7	43.5	Not Met
White	59	97.0	40.70	*	52.40	40.7	50.1	Met Target†
Hispanic	249	99.6	26.50	41.20	27.60	26.5	33.1	Not Met
Black or African American	41	100.0	19.50	36.90	21.70	19.5	23.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	110	99.2	47.30	68.90	75.60	47.3	62.2	Not Met
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	232	99.2	33.60	53.10	44.10	33.6		
Male	230	99.2	31.70	47.70	42.90	31.7		
Economically Disadvantaged Students	197	99.1	24.90	39.00	25.10	24.9	32.2	Not Met
Non-Economically Disadvantaged Students	265	99.3	38.50	57.30	54.30	38.5		
Students with Disabilities	62	98.5	*	*	16.50	*	10.8	Not Met
Students without Disabilities	400	99.3	*	*	48.80	*		
English Learners	32	98.0	18.80	36.70	23.30	18.8	N	N
Non-English Learners	430	99.4	33.70	51.70	45.20	33.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	214	733	746	743	9%	26%	39%	25%	0%	25%	42%
White	21	733	*	751	*	*	*	*	0%	24%	52%
Hispanic	128	730	*	728	9%	31%	40%	20%	0%	20%	24%
Black or African American	17	721	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	48	745	761	774	0%	23%	31%	46%	0%	46%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	100	734	747	744	*	27%	38%	27%	*	27%	43%
Male	114	732	745	741	*	25%	40%	24%	*	24%	40%
Economically Disadvantaged Students	105	733	740	727	*	28%	41%	24%	*	24%	23%
Non-Economically Disadvantaged Students	109	733	750	751	*	25%	38%	27%	*	27%	52%
Students with Disabilities	35	719	*	714	*	*	*	*	*	*	10%
Students without Disabilities	179	736	*	747	*	*	*	*	*	*	47%
English Learners	28	715	715	708	*	*	*	*	*	*	*
Non-English Learners	186	735	749	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	224	733	738	734	8%	26%	38%	29%	0%	29%	30%
White	36	734	*	740	*	31%	*	36%	0%	36%	38%
Hispanic	118	729	*	722	*	31%	38%	23%	*	23%	14%
Black or African American	24	729	*	719	*	*	42%	*	0%	21%	*
Asian, Native Hawaiian, or Pacific Islander	44	744	752	758	*	*	46%	43%	0%	43%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	109	735	739	735	*	24%	39%	30%	*	30%	31%
Male	115	730	736	733	*	29%	36%	27%	*	27%	30%
Economically Disadvantaged Students	84	728	*	721	*	30%	42%	20%	*	20%	13%
Non-Economically Disadvantaged Students	140	736	*	740	*	24%	35%	34%	*	34%	39%
Students with Disabilities	37	710	710	711	*	*	*	*	*	*	*
Students without Disabilities	187	737	742	738	*	*	*	*	*	*	*
English Learners	10	727	727	710	0%	*	*	*	0%	10%	*
Non-English Learners	214	733	738	735	8%	*	*	*	0%	29%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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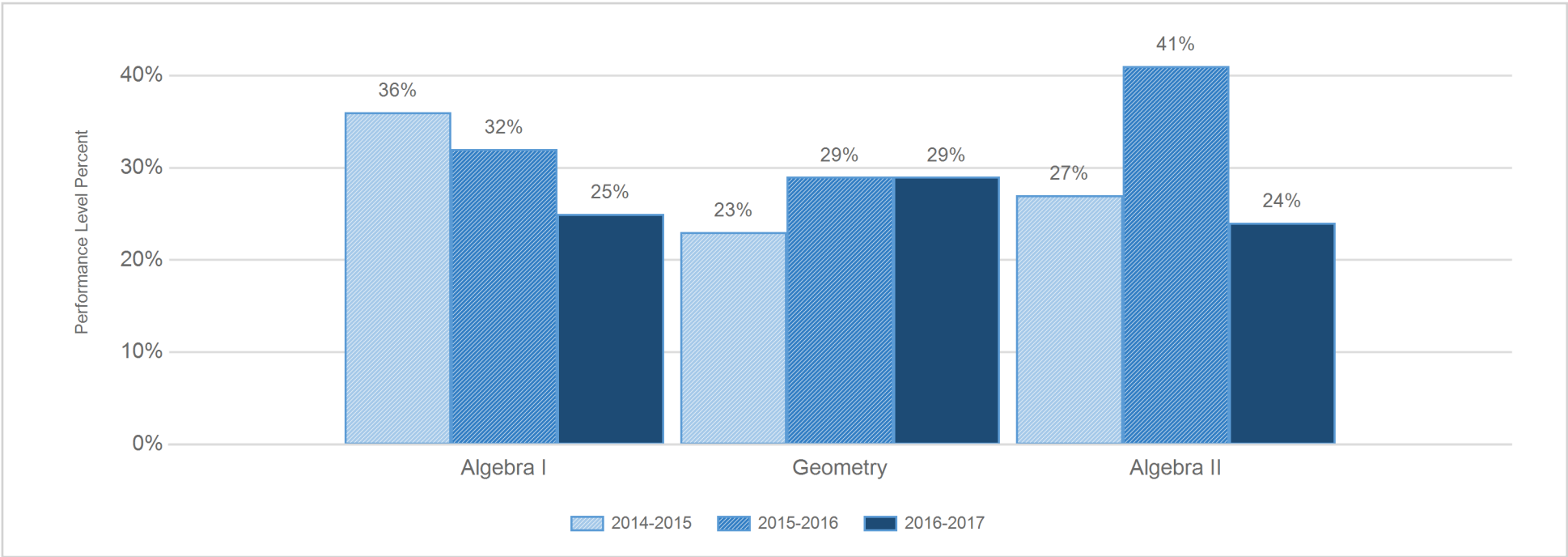
**Mathematics Assessment - Performance by Test: Algebra II**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	266	731	731	725	*	21%	37%	24%	*	24%	28%
White	27	735	735	731	*	*	*	41%	0%	41%	33%
Hispanic	142	728	728	710	19%	20%	42%	19%	0%	19%	14%
Black or African American	19	720	720	703	*	*	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	75	737	737	761	*	23%	33%	31%	*	32%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	133	733	733	725	*	20%	41%	23%	*	24%	27%
Male	133	728	728	725	*	23%	33%	25%	*	25%	29%
Economically Disadvantaged Students	99	728	728	708	14%	*	38%	19%	*	19%	13%
Non-Economically Disadvantaged Students	167	732	732	733	19%	*	37%	27%	*	28%	35%
Students with Disabilities	19	696	696	692	*	*	*	*	*	*	*
Students without Disabilities	247	733	733	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 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. The table also shows 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
1	20	*	*
2	12	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

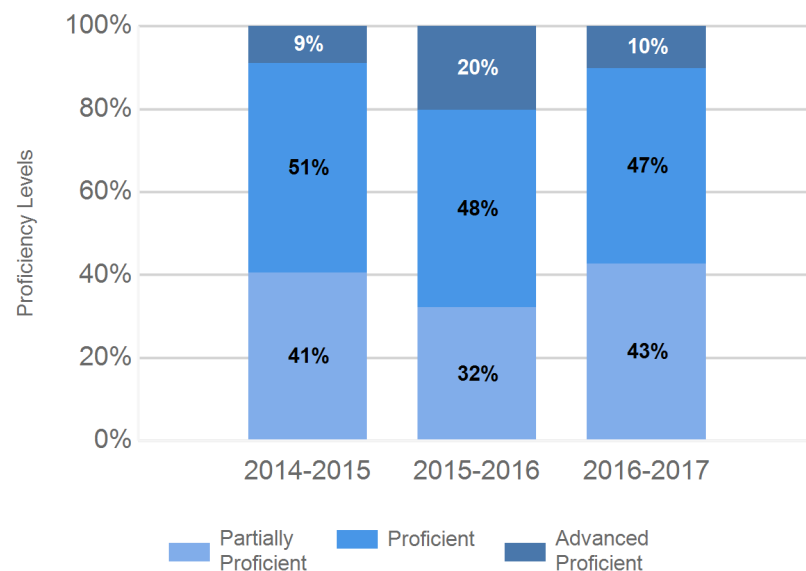
**Biology Assessment - Performance**

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	10%	47%	43%
White	12%	48%	41%
Hispanic	5%	43%	51%
Black or African American	N	41%	59%
Asian, Native Hawaiian, or Pacific Islander	20%	55%	26%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	5%	40%	55%
Students with Disabilities	N	*	*
English Learners	N	*	*

**Biology Assessment - Proficiency Trends**

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

## PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	94.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	13.4%	28.3%

## PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	476	481	Varies By Grade	65%	67%
PSAT - Math	480	483	Varies By Grade	45%	49%
SAT - Reading and Writing	537	551	480	80%	77%
SAT - Math	538	552	530	54%	58%
ACT - Reading	22	24	22	54%	65%
ACT - English	23	24	18	77%	79%
ACT - Math	23	24	22	62%	65%
ACT - Science	22	23	23	46%	54%





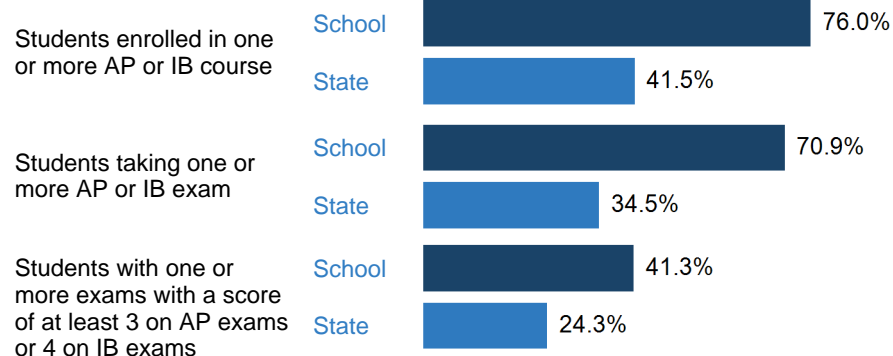
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



### Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	8
AP Biology	47	43
AP Calculus AB	72	70
AP Calculus BC	25	26
AP Chemistry	28	25
AP Computer Science A	46	0
AP Computer Science Principles	0	42
AP English Language and Composition	108	105
AP English Literature and Composition	89	87
AP Environmental Science	11	8
AP European History	7	6
AP Human Geography	61	59
AP Macroeconomics	54	53
AP Microeconomics	0	1
AP Music Theory	10	10
AP Physics 1	0	24
AP Physics B	26	0
AP Psychology	150	140
AP Spanish Language	38	35
AP Spanish Literature	10	9



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	13	12
AP Studio Art—Drawing Portfolio	21	11
AP Studio Art—Three-Dimensional	8	0
AP Studio Art—Two-Dimensional	17	19
AP U.S. Government and Politics	19	18
AP U.S. History	26	20
Total Exams Taken		831
Exams with scores of at least 3 on AP exams or 4 on IB exams		449



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

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



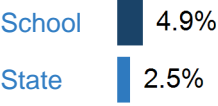
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Business Management & Administration	30	30
Total non-duplicated number of students**	30	
Total number of credentials earned in all clusters		30

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

**Mathematics - Course Participation**

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	213	70	20	0	0	0	5
10	19	146	81	30	1	0	6
11	4	23	169	103	29	0	2
12	2	4	25	67	94	13	91
Schoolwide	238	243	295	200	124	13	104
Enrolled in AP/IB Course					97	13	0

**Science - Course Participation**

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	6	85	0	0	226	4
10	80	202	0	2	7	4
11	254	16	0	3	9	30
12	27	7	1	10	4	60
Schoolwide	367	310	1	15	246	98
Enrolled in AP/IB Course	47	28		11	26	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	283	18	0	0	2	0
10	6	263	4	3	27	4
11	4	321	25	42	19	33
12	6	34	40	110	30	69
Schoolwide	299	636	69	155	78	106
Enrolled in AP/IB Course	0	26	54	150	0	80

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	223	29	0	0	0	16	0
10	182	44	0	0	0	21	0
11	159	37	0	0	0	7	0
12	49	1	0	0	0	1	0
Schoolwide	613	111	0	0	0	45	0
Enrolled in AP/IB Course	48	0	0	0	0	0	0
Enrolled in Level 3 or Higher	195	45	0	0	0	6	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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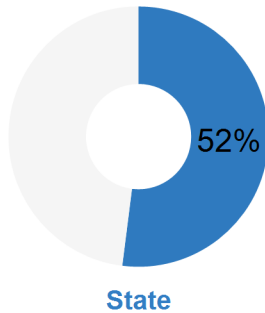
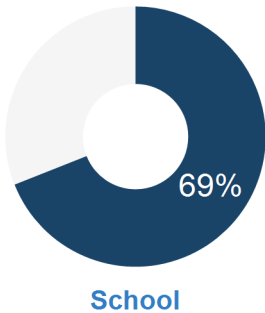
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Visual and Performing Arts – Course Participation

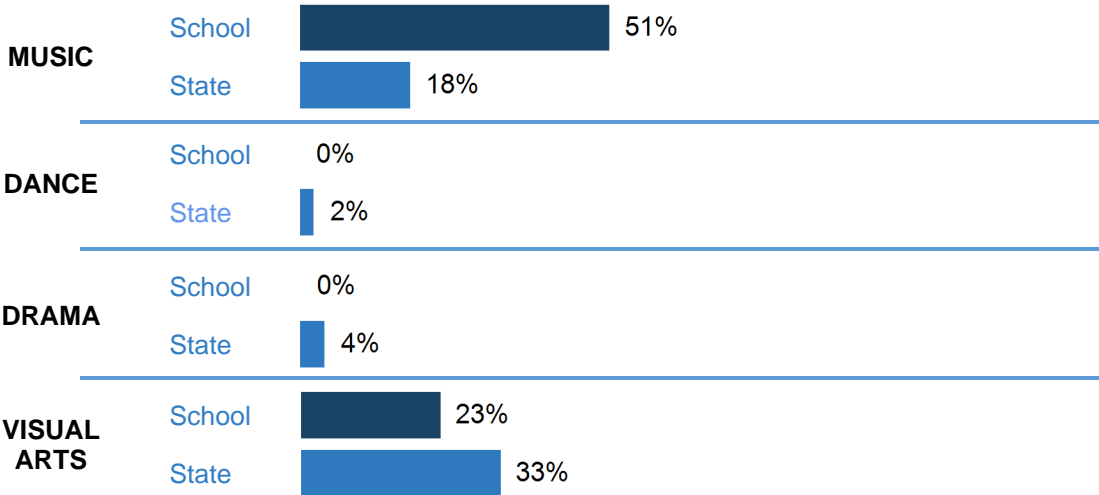
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.3%	90.5%	97.1%	91.8%	96.5%	N	Met Goal	98.7%	N	Met Goal
White	92.1%	94.5%	88.5%	95.1%	86.5%	95.0%	Not Met	96.7%	N	Met Goal
Hispanic	97.7%	84.3%	100.0%	86.3%	99.2%	N	Met Goal	98.4%	N	Met Goal
Black or African American	100.0%	83.4%	93.3%	85.3%	93.3%	95.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	98.0%	96.6%	99.0%	97.5%	99.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	98.1%	83.9%	97.5%	85.6%	96.7%	N	Met Goal	97.9%	N	Met Goal
Students with Disabilities	75.9%	78.8%	83.3%	82.1%	79.1%	95.0%	Not Met	100.0%	N	Met Goal
English Learners	*	76.1%	100.0%	79.7%	100.0%	**	**	92.3%	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	97.3%	-
2016	96.5%	97.1%
2015	97.6%	98.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.3%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students





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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	74%	21.1%	78.9%
White	71.9%	13%	87%
Hispanic	73.9%	25%	75%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	78.7%	18.9%	81.1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	72.5%	27.3%	72.7%
Students with Disabilities	50%	80%	20%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78.6%	29%	71%	74.9%	25.1%	74.5%	25.5%
White	77.3%	29.4%	70.6%	73.5%	26.5%	64.7%	35.3%
Hispanic	78%	36.4%	63.6%	74.8%	25.3%	79.8%	20.2%
Black or African American	78.6%	31.8%	68.2%	63.6%	36.4%	59.1%	40.9%
Asian, Native Hawaiian, or Pacific Islander	79.4%	19.2%	80.8%	79.5%	19.2%	76.7%	23.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.7%	36.4%	63.6%	78.8%	21.2%	80.3%	19.7%
Students with Disabilities	60%	73.3%	26.7%	86.7%	13.3%	93.3%	6.7%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

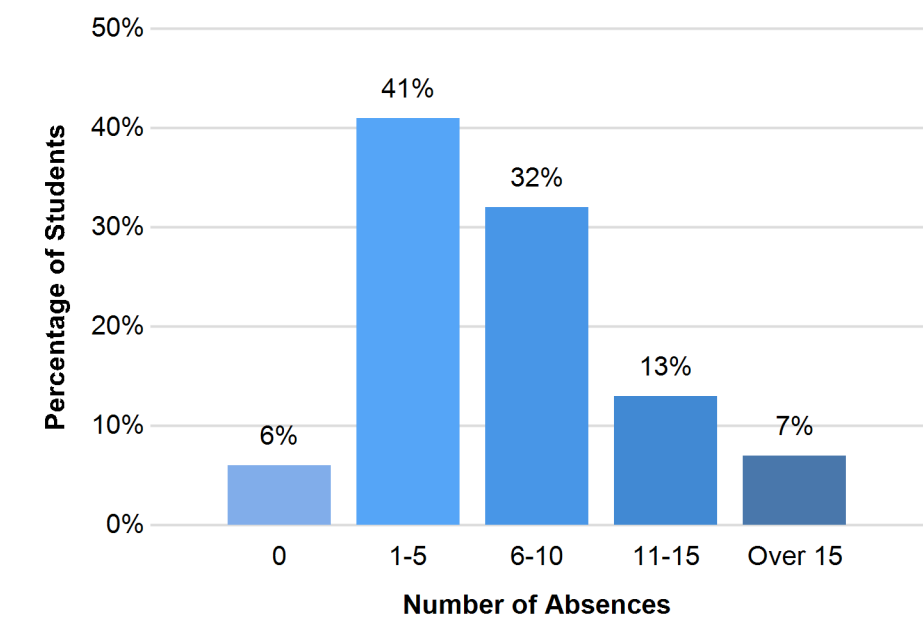
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.00	14.30	Met Target
White	6.00	14.30	Met Target
Hispanic	7.10	14.30	Met Target
Black or African American	4.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.20	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.00	14.30	Met Target
Students with Disabilities	15.60	14.30	Not Met
English Learners	17.40	14.30	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



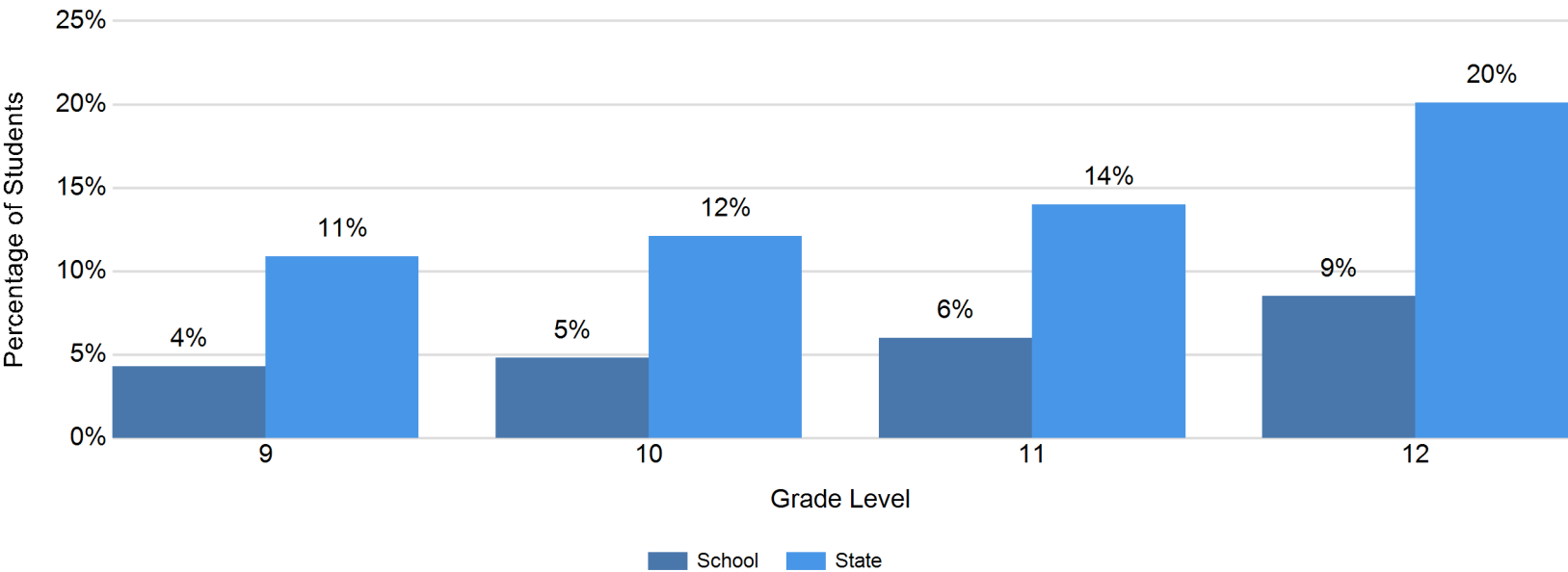


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

**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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.42

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.2%
Any Suspension	1.2%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	101	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	81%	74%

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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	240:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1



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Teachers and Administrators - Level of Education

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

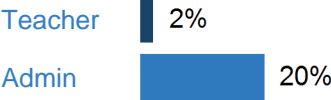
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%





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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	69.4	17.5%
Mathematics Proficiency	60.8	17.5%
Graduation - 4-Year	64.8	25.0%
Graduation - 5-Year	94.1	25.0%
Chronic Absenteeism	76.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.0
Summative Rating: Percentile rank of Summative Score		79.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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**Accountability Summary by Student Group**

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	74.0	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
White	52.5	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
Hispanic	86.7	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
Black or African American	87.5	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	55.7	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	90.3	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Students with Disabilities	61.0	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Goal	No
English Learners	**	**	No	N	N	Not Met	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Fasano	<b>Email Address:</b>	<a href="mailto:jfasano@bergenfield.org">jfasano@bergenfield.org</a>
<b>Address:</b>	80 S PROSPECT AVE BERGENFIELD, NJ 07621-1958	<b>Website:</b>	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
<b>Phone:</b>	(201)385-8600	<b>Facebook:</b>	<a href="https://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		<b>Twitter:</b>	<a href="https://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Recognized by US News and World Report in its 2017 Best High Schools in America Rankings</li> <li>• Recognized by the Washington Post in its 2017 list of "Most Challenging Schools in America"</li> <li>• Honors Wind Ensemble performed at the 20th Annual NJ Gala Concert Series.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>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.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Bergenfield High School is committed to providing a high quality education for its students and partners with parents and the community. In 2017, the Washington Post listed Bergenfield High School number 1098 in the nation in its rankings "The Most Challenging Schools in America", number 46 in New Jersey and 7th in Bergen County. U.S. News &amp; 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.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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), 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.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), Golf (Co-ed), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Co-ed)</p> <p>Varsity Football team has qualified for the NJSIAA Tournament for three consecutive years. Two winter track and field athletes broke school records in the 2016-17 season in the 200 meters and the triple jump.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Academic Decathlon, Anime Club, Bear Facts Newspaper, Cheerleading, Color Guard, Dance team, Debate, DECA, Digital Music Recording Club, Drama Club, 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, The Den</p>
 <p><b>Before and After School Programs:</b></p>	<p>Peer Tutoring, Big Brothers/Big Sisters, Peer Transitions Program</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Staff and professional learning covers 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.</p>
 <b>Postsecondary Information:</b>	<p>Bergenfield High School partners with the College Board to hold an annual SAT During the School Day exam. The Class of 2018 had an SAT mean of 1059 based on the March 2017 SAT During the School Day event. BHS runs after school SAT Prep classes for its students. The Guidance Department runs workshops for parents and students on the college application process and holds an annual Financial Aid Workshop.</p>
 <b>Student Supports and Services:</b>	<p>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.</p>
 <b>Student Health and Wellness:</b>	<p>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.</p>
 <b>Parent and Community Involvement:</b>	<p>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.</p>




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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.

<div>Other Information:</div>	<p>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 choose 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.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)





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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	48	46	46
1	48	66	48
2	47	54	70
3	62	49	57
4	45	64	46
5	53	49	66
Ungraded	20	18	20
Total	323	346	353

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	2014-15	2015-16	2016-17
Female	51%	52%	51%
Male	49%	48%	49%
Economically Disadvantaged Students	35%	33%	32%
Students with Disabilities	13%	11%	13%
English Learners	5%	5%	9%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	52.7%
Asian	26.1%
White	9.6%
Black or African American	5.9%
Native Hawaiian or Pacific Islander	1.4%
American Indian or Alaska Native	0.6%
Two or More Races	3.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	48	46	46

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. All other students are included in Other Languages.

Home Language	% of Students
English	49.3%
Spanish	31.7%
Tagalog	7.4%
Malayalam	3.4%
Urdu	2.0%
Other	6.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	162	99.4	66.70	65.60	54.90	66.7	65.6	Met Target
White	17	100.0	94.10	*	63.90	94.1	**	**
Hispanic	85	98.9	60.00	58.20	39.80	60	59.9	Met Target
Black or African American	11	100.0	27.30	51.00	35.20	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	42	100.0	78.60	79.30	80.70	78.6	74	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	81	98.9	76.60	73.10	62.20	76.6		
Male	81	100.0	56.80	58.60	48.10	56.8		
Economically Disadvantaged Students	50	100.0	50.00	54.60	36.20	50	52.5	Met Target†
Non-Economically Disadvantaged Students	112	99.2	74.20	72.20	65.80	74.2		
Students with Disabilities	22	95.8	*	*	20.50	*	8.1	Met Target†
Students without Disabilities	140	100.0	*	*	61.90	*		
English Learners	16	100.0	50.00	*	25.20	50	**	**
Non-English Learners	146	99.4	68.50	*	57.40	68.5		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	57	777	771	749	*	*	*	51%	25%	75%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	30	772	766	734	*	*	*	43%	*	70%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	794	*	775	0%	*	0%	67%	*	94%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	30	785	774	754	*	*	*	47%	*	80%	55%
Male	27	769	768	745	*	*	*	56%	*	70%	46%
Economically Disadvantaged Students	13	779	*	731	*	*	*	*	*	77%	31%
Non-Economically Disadvantaged Students	44	777	*	762	*	*	*	*	*	75%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	57	777	773	752	*	*	*	51%	25%	75%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	51	751	757	753	*	*	*	45%	*	61%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	26	754	750	740	*	*	*	46%	*	62%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	13	754	773	777	*	*	*	*	*	62%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	760	765	758	*	*	*	44%	*	68%	61%
Male	26	743	747	749	*	*	*	46%	*	54%	51%
Economically Disadvantaged Students	18	750	*	737	*	*	*	*	*	56%	36%
Non-Economically Disadvantaged Students	33	752	*	764	*	*	*	*	*	64%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	67	762	768	756	*	*	27%	55%	*	67%	59%
White	10	770	767	763	0%	0%	0%	*	*	100%	69%
Hispanic	35	756	762	743	*	*	37%	49%	*	57%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	775	779	779	0%	*	*	*	*	80%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	33	767	774	761	*	*	*	67%	*	79%	66%
Male	34	758	762	750	*	*	*	44%	*	56%	53%
Economically Disadvantaged Students	20	750	759	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	47	768	772	765	*	*	*	*	*	79%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

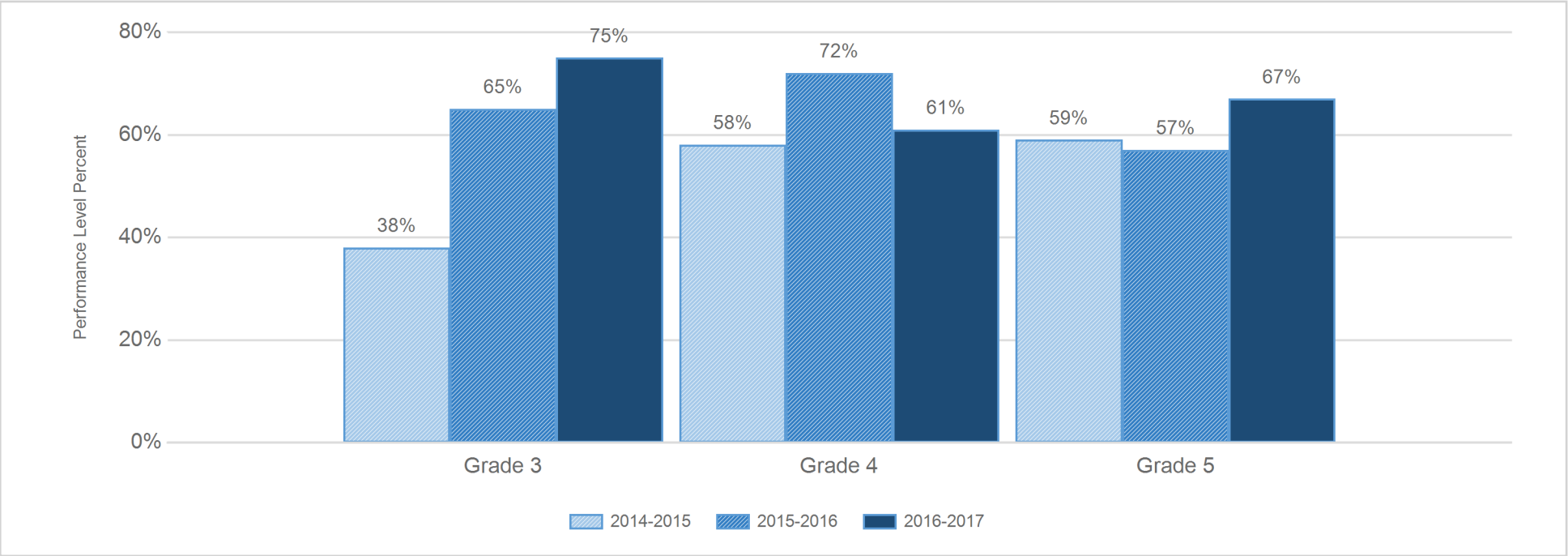


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	162	99.5	66.60	50.30	43.50	66.6	59.7	Met Target
White	17	100.0	70.50	*	52.40	70.5	**	**
Hispanic	85	98.9	60.00	41.20	27.60	60	49.3	Met Target
Black or African American	11	100.0	54.50	36.90	21.70	54.5	**	**
Asian, Native Hawaiian, or Pacific Islander	42	100.0	78.60	68.90	75.60	78.6	76.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	81	98.9	69.10	53.10	44.10	69.1		
Male	81	100.0	64.20	47.70	42.90	64.2		
Economically Disadvantaged Students	50	100.0	56.00	39.00	25.10	56	39.4	Met Target
Non-Economically Disadvantaged Students	112	99.2	71.40	57.30	54.30	71.4		
Students with Disabilities	22	95.8	27.30	*	16.50	27.3	20.6	Met Target
Students without Disabilities	140	100.0	72.80	*	48.80	72.8		
English Learners	16	100.0	50.10	36.70	23.30	50.1	N	N
Non-English Learners	146	99.4	68.40	51.70	45.20	68.4		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	59	783	774	751	*	*	*	48%	39%	86%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	30	777	766	738	*	*	*	53%	*	83%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	794	*	779	*	0%	*	*	60%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	30	782	772	751	*	*	*	43%	43%	87%	52%
Male	29	784	775	751	*	*	*	52%	35%	86%	53%
Economically Disadvantaged Students	13	782	765	736	*	*	*	*	*	92%	34%
Non-Economically Disadvantaged Students	46	783	778	761	*	*	*	*	*	85%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%





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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	52	753	754	747	*	*	19%	62%	*	65%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	27	751	745	734	*	*	*	56%	0%	56%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	13	759	772	774	*	0%	*	*	*	77%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	757	758	747	*	*	*	64%	*	72%	47%
Male	27	750	750	747	*	*	*	59%	*	59%	48%
Economically Disadvantaged Students	18	754	*	732	*	*	*	56%	*	56%	27%
Non-Economically Disadvantaged Students	34	753	*	757	*	*	*	65%	*	71%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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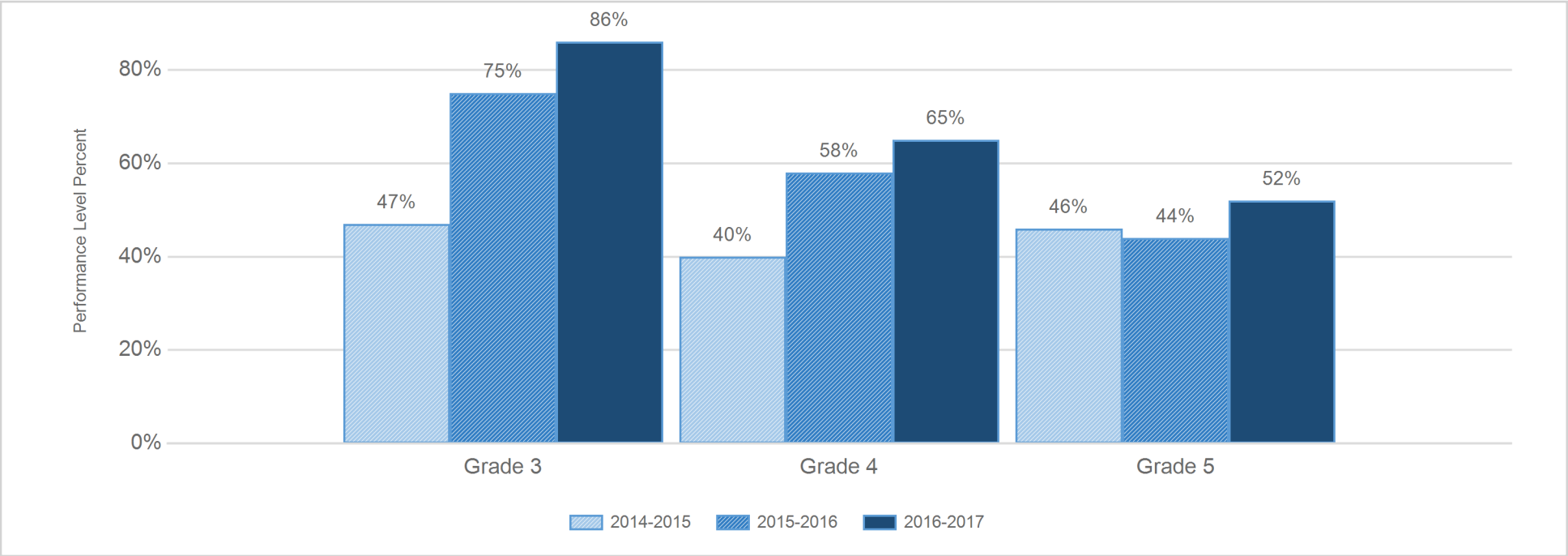
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	754	754	747	*	15%	32%	38%	*	52%	46%
White	10	754	751	754	0%	*	*	*	*	50%	57%
Hispanic	35	749	746	735	*	*	34%	37%	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	767	769	774	0%	*	*	*	*	69%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	33	754	755	747	*	*	*	46%	*	52%	47%
Male	35	755	753	746	*	*	*	31%	*	51%	46%
Economically Disadvantaged Students	20	746	745	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	48	758	759	756	*	*	*	*	*	58%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	18	88.9%	11.1%
2	10	80%	20%
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

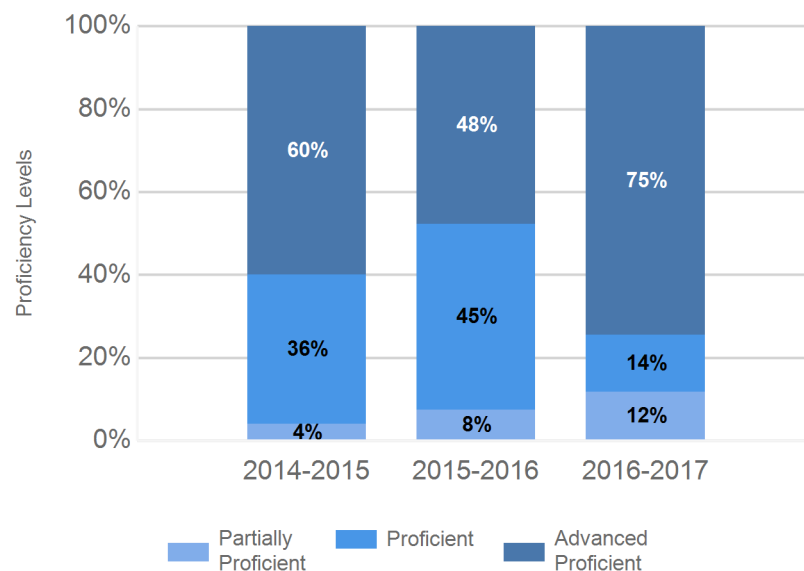
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	75%	14%	12%
White	*	N	N
Hispanic	73%	19%	8%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	85%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	63%	25%	13%
Students with Disabilities	*	N	*
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40.5	53	50	Met Target	49	52	50	Met Target
White	44	54	50	**	64	56	52	**
Hispanic	42	50	49	Met Target	47.5	50	47	Met Target
Black or African American	*	45	45	**	*	51	43	**
Asian, Native Hawaiian, or Pacific Islander	34	60	60	Not Met	33	54	59	Not Met
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	36	51	47	Not Met	58.5	52	46	Met Target
Students with Disabilities	49	*	41	**	43	39	43	**
English Learners	59.5	56.5	53	**	31	49.5	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

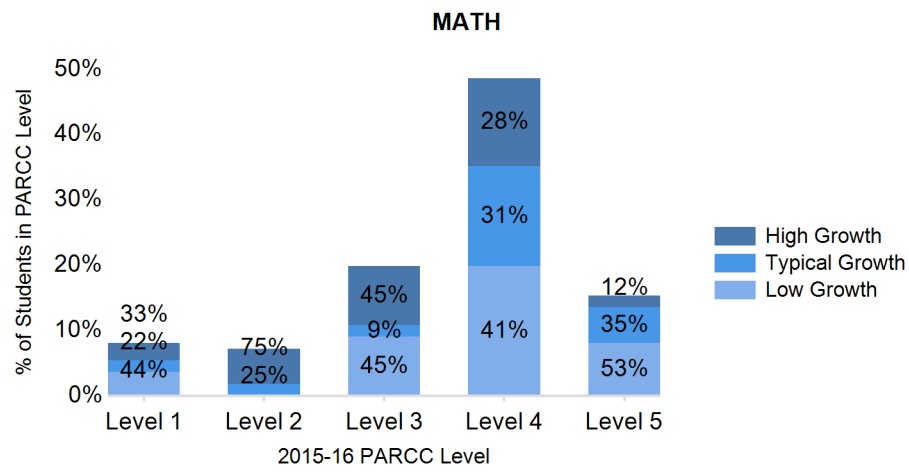
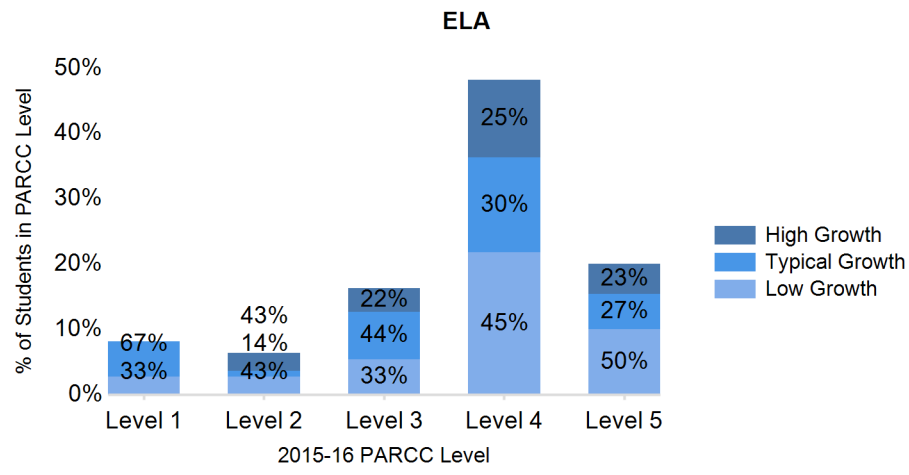
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

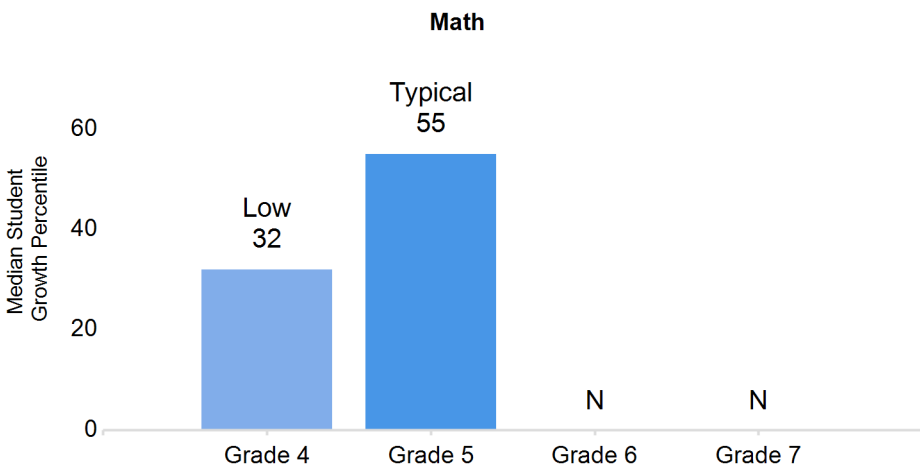
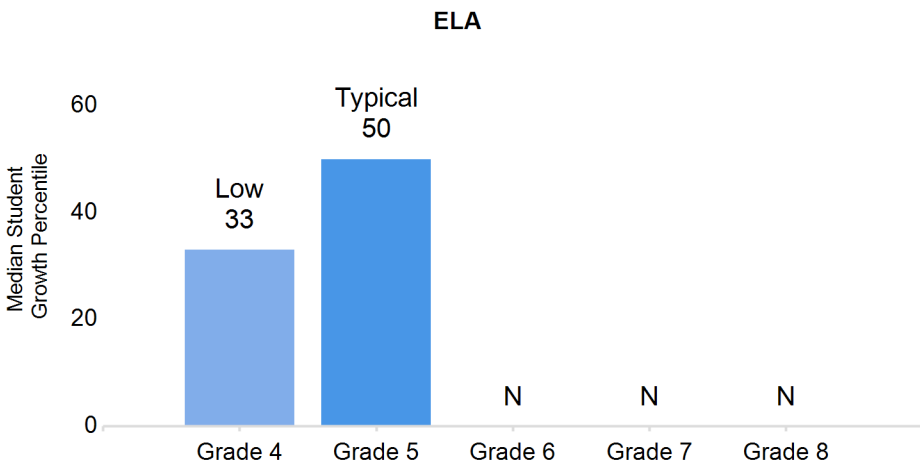
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

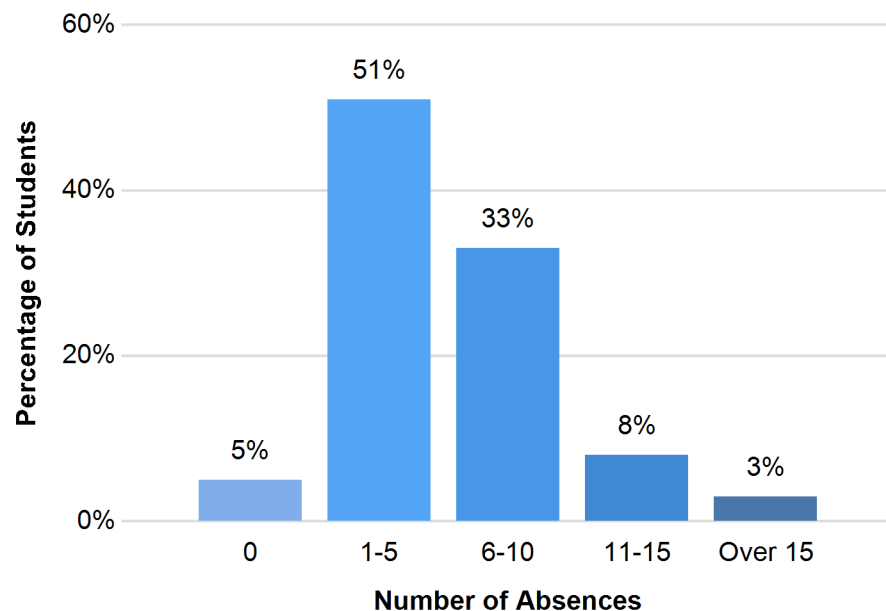
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.00	8.40	Met Target
White	0	8.40	Met Target
Hispanic	2.70	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.30	8.40	Met Target
Students with Disabilities	4.30	8.40	Met Target
English Learners	3.20	8.40	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

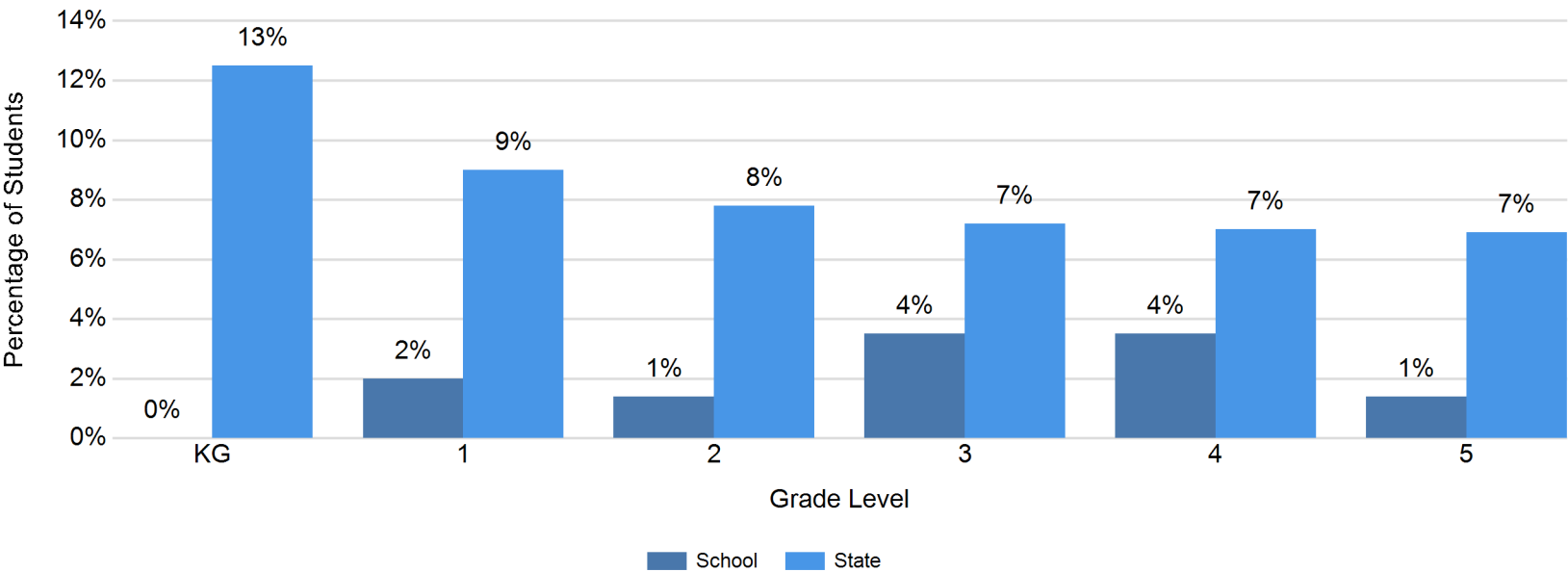
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	29	120,724
Average years experience in public schools	15.6	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	86%	74%

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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	353:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1



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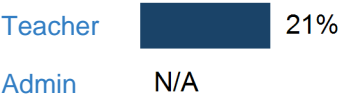
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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	57.0	17.5%
Mathematics Proficiency	83.6	17.5%
English Language Arts Growth	10.1	25.0%
Mathematics Growth	38.8	25.0%
Chronic Absenteeism	96.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.2
Summative Rating: Percentile rank of Summative Score		51.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	64.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	23.7	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	69.8	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	N	Met Target	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Thompson	Email Address:	<a href="mailto:ethompson@bergenfield.org">ethompson@bergenfield.org</a>
Address:	2 N FRANKLIN AVENUE BERGENFIELD, NJ 07621	Website:	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
Phone:	(201)385-8581	Facebook:	<a href="http://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		Twitter:	<a href="http://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Balance Literacy, EveryDay Math, Reader's &amp; Writer's Notebook, Foss Science and Social Studies</li> <li>• We offer Choir, Orchestra and Band is offered to all 4th &amp; 5th Grade Students</li> <li>• There are Smart Boards in each classroom and access to Chrome Books/ Laptops for student usage</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Our vision is to make a commitment to ensure an excellent education for all students and we will accomplish this task by providing rigorous lessons and instruction that will bring out the greatness that dwells within all of them. Our mission is always to encourage and educate students to be confident, knowledgeable, responsible and productive citizens in an ever changing world.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>We recognize our Million Word readers' throughout the school year. We have students that achieve perfect scores in Word Masters. We recognize students each month as a "Citizen of the month" that stand out for a particular character theme. We have community service award winners, District Spelling Award recognitions, Year Long Honor roll acknowledgement and Fair Housing Art Poster award winners</p>



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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Every Day Math (including the technology portion of the textbook), Fountas and Pinnell Running Record, Reader's &amp; Writer's Workshop, Study Island, Accelerated Reader &amp; Math, Math Facts in a Flash, English in a Flash, Foss Science Kits, Reading &amp; Vocabulary A-Z Studies Weekly for Social Studies HomeworkNow.com where homework is updated regularly so that parents can keep up to date with assignments</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Choir for grades 4 &amp; 5, Band for grades 4 &amp; 5, Accelerated Learning Program for students in Grades 4-5, Grades K-5 participate in the Fire Prevention Art Poster Contest, Safety Patrols for Grades 4 &amp; 5</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>Big Brothers-Big Sisters after school program, Breakfast Program, Academic Extended Day program, PARCC preparation program, SACC after school program, run by the town</div>







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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.

 <b>Staff and Professional Learning:</b>	<p>We offer teachers professional development with differentiated professional learning via EduPlanet21.com online educational program. New teachers attend the New Teacher Academy, Administrators Professional Development, EL training for administrators and faculty, Teachers have Common Planning Time and we had an external consultant for mathematics professional development for grade 3 teachers. We are participated in Shelter instruction training</p>
 <b>Student Supports and Services:</b>	<p>English Language Learners Support and Services, Students with disabilities Support and Services, 504 students Support and Services. Basic Skills and Concentrated Literacy for struggling students I &amp; RS for students that have experienced learning difficulty during the school year, counseling services for students as needed</p>
 <b>Student Health and Wellness:</b>	<p>We have a Morning Breakfast program. Types of physical activities include daily Recess and Physical Education classes, Hygiene instruction for students by the school nurse</p>
 <b>Parent and Community Involvement:</b>	<p>Franklin School Parent Association (PTO) provides programs such as Pumpkin Day, Happy Holiday, and Dr. Seuss day for students and staff. Run fund raisers to assist with student activities such as 5th grade fun day, year book, tee-shirts for annual field day activities, staff luncheons and Book Fairs. Partnership with local church (Participation in clothing and food drives)</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<div>Franklin Elementary school is compromise of two buildings, one is over a hundred years old and the connecting building was built in the 1950s. We have a gymnasium, a library ,and an Art room.</div>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	25	23	23
1	47	27	21
2	38	43	26
3	35	36	40
4	26	35	41
5	36	24	37
Ungraded	7	18	26
Total	214	206	214

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	2014-15	2015-16	2016-17
Female	44%	38%	39%
Male	57%	62%	61%
Economically Disadvantaged Students	54%	58%	57%
Students with Disabilities	12%	19%	24%
English Learners	10%	10%	9%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	60.7%
Asian	29.4%
Black or African American	3.7%
White	2.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	26	23	23

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. All other students are included in Other Languages.

Home Language	% of Students
Spanish	43.0%
English	34.6%
Tagalog	7.0%
Hindi	3.3%
Malayalam	3.3%
Other	8.9%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	119	100.0	65.60	65.60	54.90	65.6	54.3	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	75	100.0	48.00	58.20	39.80	48	37.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	97.10	79.30	80.70	97.1	80	Met Goal
American Indian or Alaska Native	N	N	N	66.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	51	100.0	68.70	73.10	62.20	68.7		
Male	68	100.0	63.30	58.60	48.10	63.3		
Economically Disadvantaged Students	70	100.0	55.80	54.60	36.20	55.8	39.1	Met Target
Non-Economically Disadvantaged Students	49	100.0	79.60	72.20	65.80	79.6		
Students with Disabilities	20	100.0	30.00	*	20.50	30	N	N
Students without Disabilities	99	100.0	72.70	*	61.90	72.7		
English Learners	17	100.0	35.30	*	25.20	35.3	**	**
Non-English Learners	102	100.0	70.50	*	57.40	70.5		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	42	769	771	749	0%	*	*	57%	*	74%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	24	763	766	734	0%	*	*	*	*	58%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	779	*	775	0%	*	0%	80%	*	93%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	12	774	774	754	0%	*	*	*	*	75%	55%
Male	30	767	768	745	0%	*	*	*	*	73%	46%
Economically Disadvantaged Students	25	764	*	731	0%	*	*	44%	*	64%	31%
Non-Economically Disadvantaged Students	17	776	*	762	0%	*	*	77%	*	88%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	751	757	753	*	*	28%	28%	*	47%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	33	740	750	740	*	*	36%	*	*	33%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	24	762	765	758	*	*	*	*	*	63%	61%
Male	19	736	747	749	*	*	*	*	*	26%	51%
Economically Disadvantaged Students	27	736	*	737	*	*	*	*	*	33%	36%
Non-Economically Disadvantaged Students	16	775	*	764	*	*	*	*	*	69%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%





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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	40	767	768	756	*	*	*	55%	*	73%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	23	755	762	743	*	*	*	*	*	52%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	18	762	774	761	*	*	*	56%	*	72%	66%
Male	22	771	762	750	*	*	*	55%	*	73%	53%
Economically Disadvantaged Students	21	759	759	740	*	*	*	57%	*	67%	40%
Non-Economically Disadvantaged Students	19	776	772	765	*	*	*	53%	*	79%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

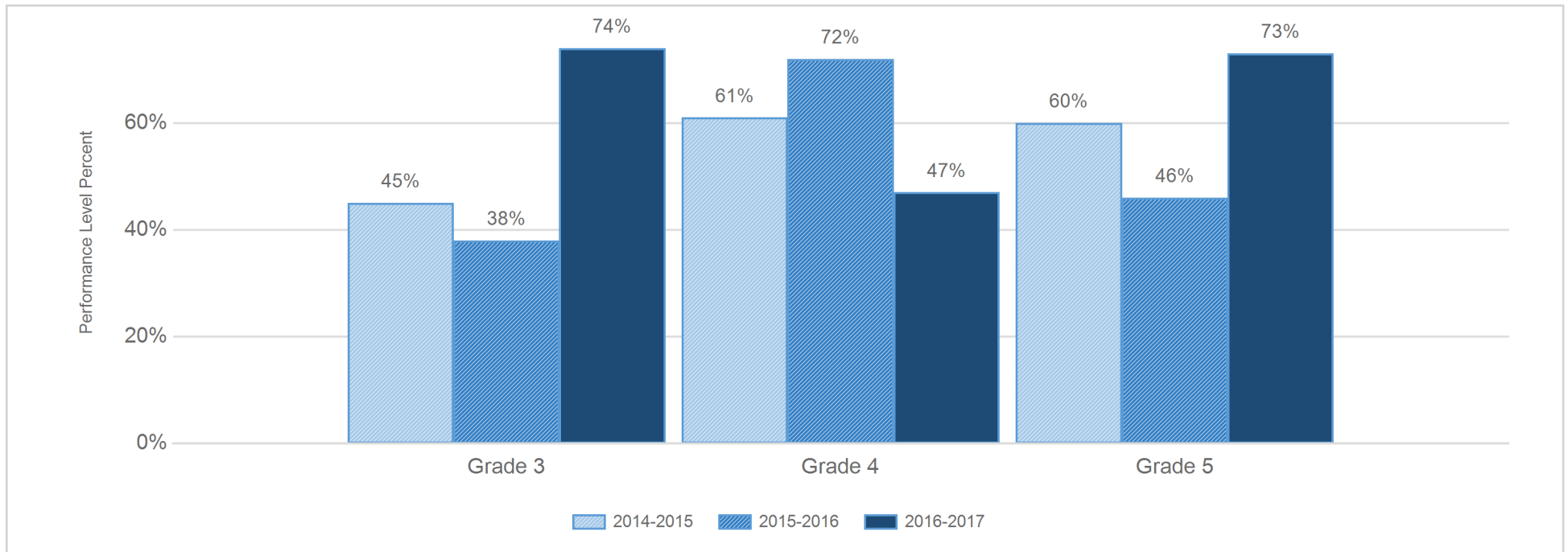


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	119	100.0	60.50	50.30	43.50	60.5	46.8	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	75	100.0	44.00	41.20	27.60	44	30.5	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	88.50	68.90	75.60	88.5	80	Met Goal
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	51	100.0	58.90	53.10	44.10	58.9		
Male	68	100.0	61.70	47.70	42.90	61.7		
Economically Disadvantaged Students	70	100.0	51.40	39.00	25.10	51.4	36.6	Met Target
Non-Economically Disadvantaged Students	49	100.0	73.40	57.30	54.30	73.4		
Students with Disabilities	20	100.0	30.00	*	16.50	30	N	N
Students without Disabilities	99	100.0	66.70	*	48.80	66.7		
English Learners	17	100.0	41.20	36.70	23.30	41.2	N	N
Non-English Learners	102	100.0	63.70	51.70	45.20	63.7		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	43	765	774	751	*	*	*	49%	*	70%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	25	753	766	738	*	*	*	44%	*	56%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	783	*	779	0%	0%	*	*	*	87%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	12	768	772	751	*	*	*	*	*	67%	52%
Male	31	764	775	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	25	760	765	736	*	*	*	44%	*	60%	34%
Non-Economically Disadvantaged Students	18	772	778	761	*	*	*	56%	*	83%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	45	744	754	747	*	*	38%	31%	*	40%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	35	735	745	734	*	*	43%	*	*	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	26	745	758	747	*	*	*	*	*	46%	47%
Male	19	743	750	747	*	*	*	*	*	32%	48%
Economically Disadvantaged Students	29	732	*	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	16	765	*	757	*	*	*	*	*	63%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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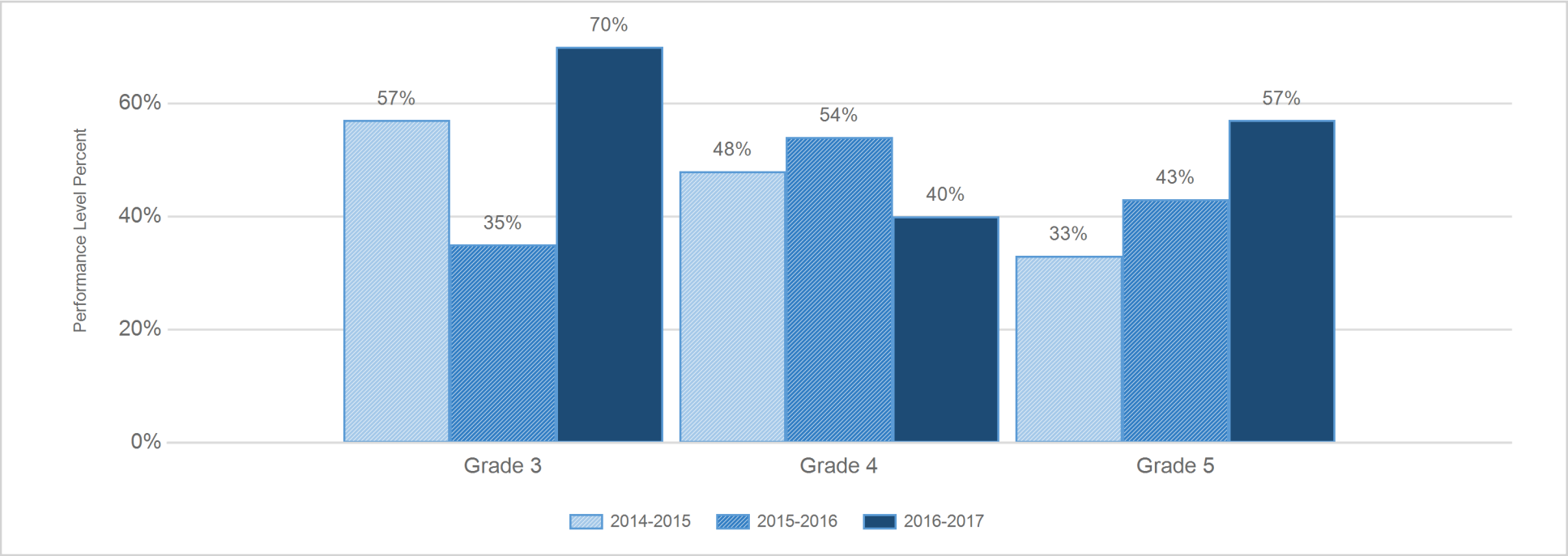
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	44	750	754	747	*	*	23%	46%	*	57%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	27	733	746	735	*	*	*	*	*	37%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	20	741	755	747	*	*	*	*	*	55%	47%
Male	24	757	753	746	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	22	744	745	732	*	*	*	*	*	55%	27%
Non-Economically Disadvantaged Students	22	755	759	756	*	*	*	*	*	59%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*





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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

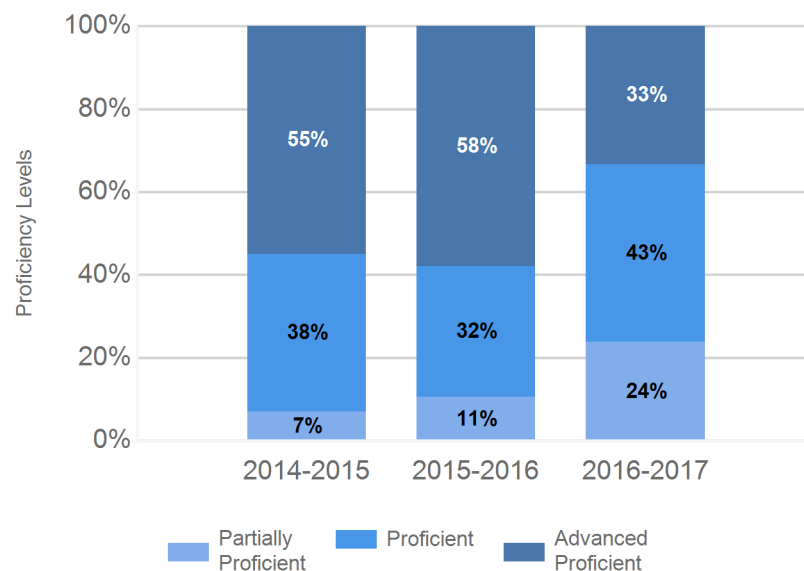
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	33%	43%	24%
White	*	N	N
Hispanic	16%	56%	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	27%	47%	27%
Students with Disabilities	*	*	*
English Learners	N	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47.5	53	50	Met Target	57	52	50	Met Target
White	*	54	50	**	*	56	52	**
Hispanic	51	50	49	Met Target	63	50	47	Exceeds Target
Black or African American	*	45	45	**	*	51	43	**
Asian, Native Hawaiian, or Pacific Islander	45	60	60	**	43	54	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	44	51	47	Met Target	42	52	46	Met Target
Students with Disabilities	*	*	41	**	31	39	43	**
English Learners	41	56.5	53	**	33	49.5	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

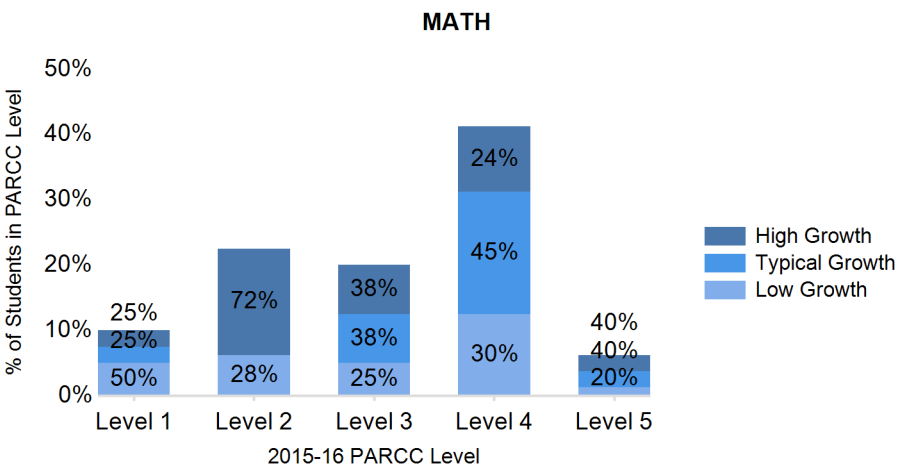
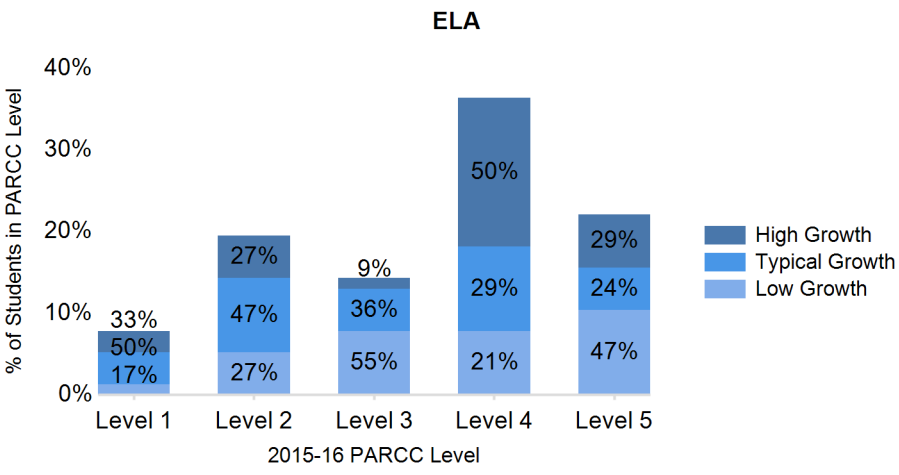
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

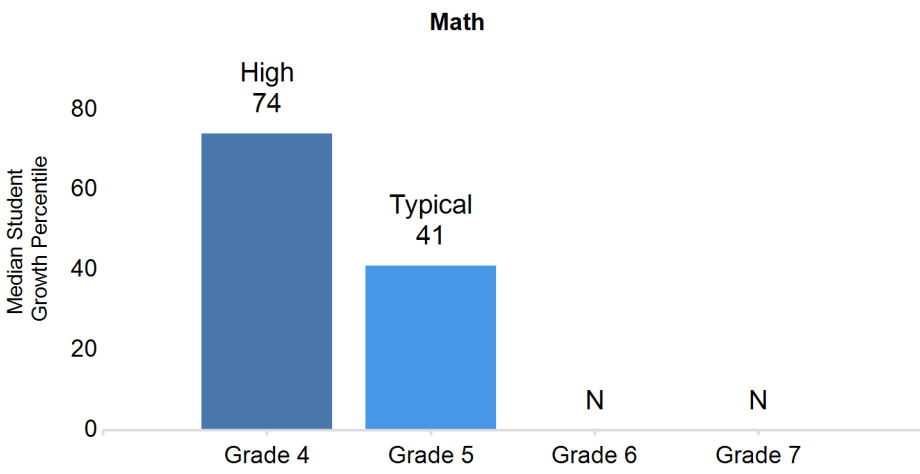
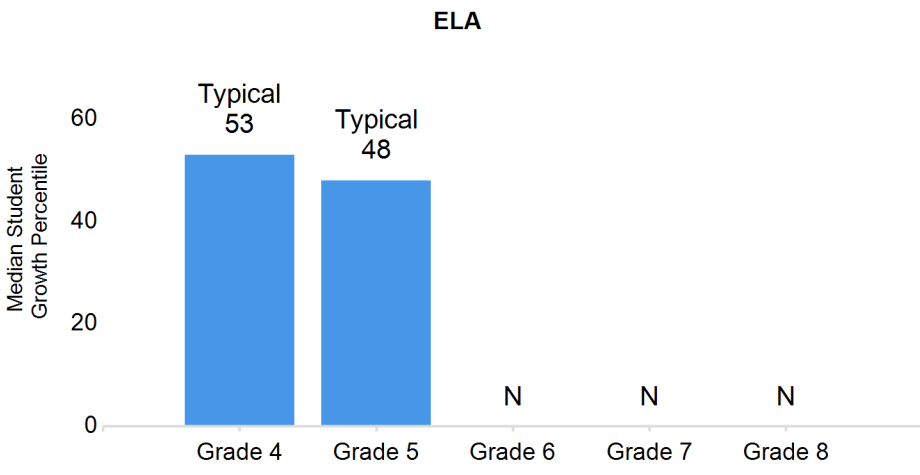
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

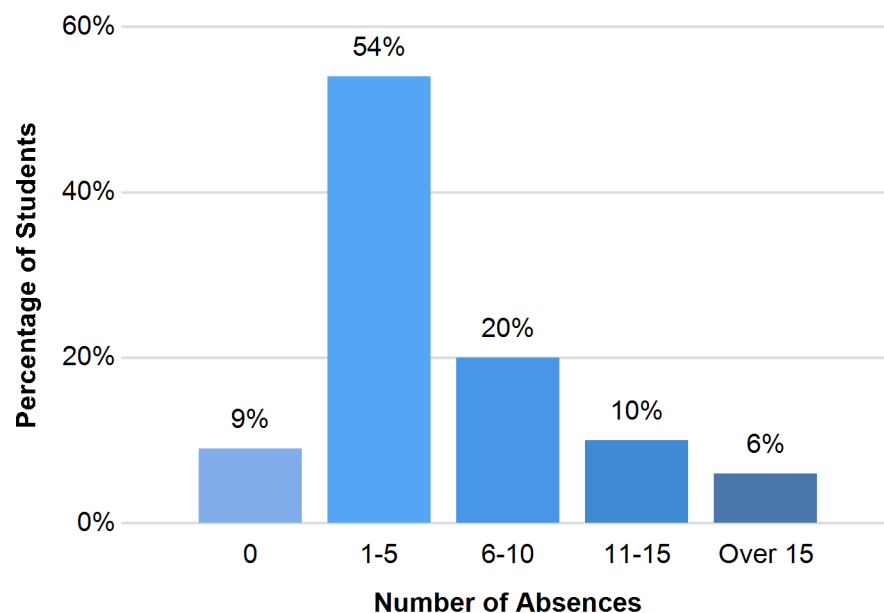
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	8.40	Met Target
White	N	**	**
Hispanic	3.90	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.30	8.40	Met Target
Students with Disabilities	7.80	8.40	Met Target
English Learners	5.00	8.40	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

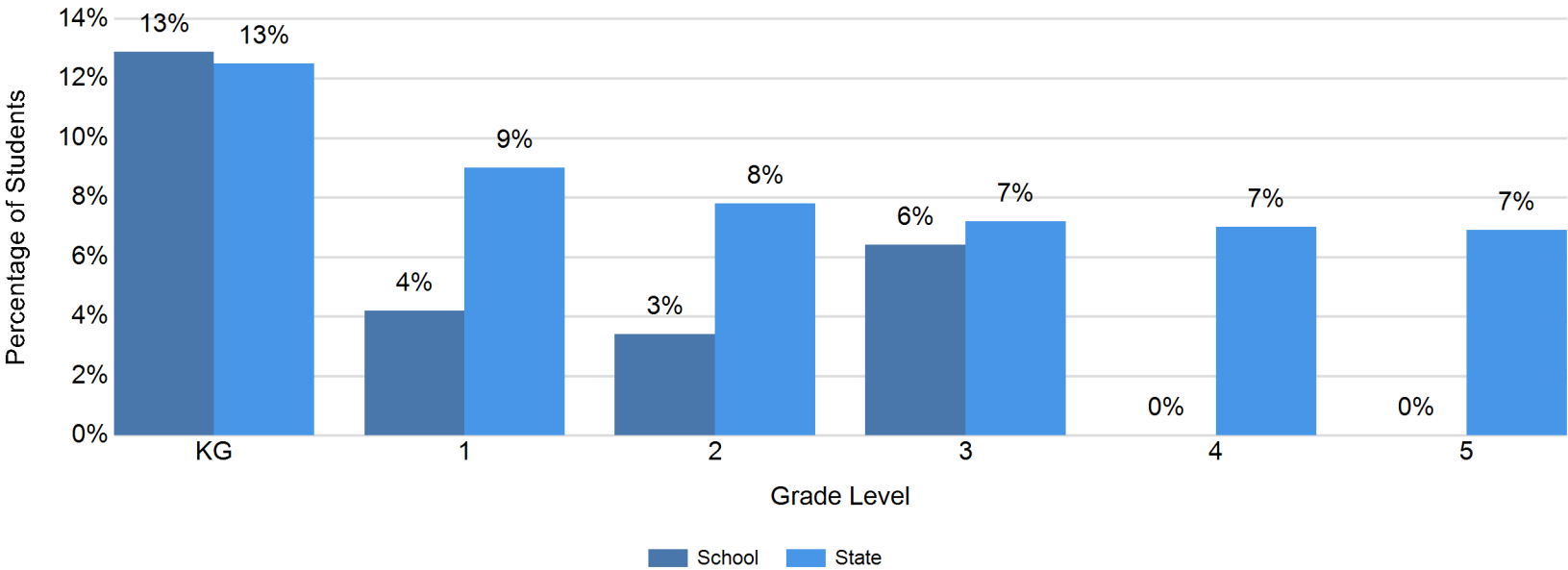
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.93

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	24	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	12.3	10.5
Teachers in district for 4 or more years	71%	74%

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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	13:1
Administrators	107:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1





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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	70.3	17.5%
Mathematics Proficiency	74.9	17.5%
English Language Arts Growth	42.6	25.0%
Mathematics Growth	70.3	25.0%
Chronic Absenteeism	73.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		64.7
<b>Summative Rating:</b> Percentile rank of Summative Score		73.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	74.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	No
English Learners	**	**	No	**	N	Met Target	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Mr. Fleming	<b>Email Address:</b>	<a href="mailto:wffleming@bergenfield.org">wffleming@bergenfield.org</a>
<b>Address:</b>	273 MURRAY HILL TERRACE BERGENFIELD, NJ 07621	<b>Website:</b>	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
<b>Phone:</b>	(201)385-8582	<b>Facebook:</b>	<a href="http://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		<b>Twitter:</b>	<a href="http://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>

**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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Every Day Math, FOSS Science, and Social Studies.</li> <li>• Choir, orchestra, band, and instrumental lessons are offered to all 4th and 5th grade students.</li> <li>• Every classroom is equipped with a SMART board, and students have access to Chromebooks and laptops.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>All students are given an opportunity to grow to their fullest potential intellectually, socially, and physically, in order to become successful citizens of tomorrow. Students are encouraged to develop positive self-esteem, respect for themselves, and respect for others in understanding diverse cultures. We will accomplish this task by engaging students in rigorous standards-aligned learning experiences.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Student recognition programs: Million Word Club, 25,000 Word Club, and Citizen of the Month. Student academic awards: national honor roll and national honorable mention in the Noetic Learning Math Contest. Student art awards: Drug Free New Jersey, Crayola's Creative Leadership, Fair Housing, and AENJ awards. Teacher recognition: first in the state to be named a national Distinguished Educator by Renaissance Learning.</p>






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### School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>Every Day Math (including the technology portion of the textbook), Fountas and Pinnell Running Records, Reader's and Writer's Workshop, Study Island, Accelerated Reader &amp; Math, Math Facts In a Flash, English in a Flash, FOSS Science kits, Reading and Vocabulary A-Z, Studies Weekly for Social Studies. HomeworkNow.com enables daily homework is updated so that parents can keep up to date with assignments.</p>
 <b>Clubs and Activities:</b>	<p>Choir for grades 4&amp;5, Band for grades 4&amp;5, Accelerated Learning Program for students in grades 4&amp;5, Safety Patrol for grades 4&amp;5, buddy reading program k-5, and Noetic Math Contest.</p>
 <b>Before and After School Programs:</b>	<p>Breakfast program, Big Brothers Big Sisters for grades 1-5 after school program, School Age Child Care Center runs before and after school care in the school facility, Academic Extended Day, English Language Learners Extended Day, and PARCC Prep program</p>







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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.

 <b>Staff and Professional Learning:</b>	<p>Faculty engage in differentiated professional development through the online platform, eduplanet21.com. Elementary teachers worked with an external consultant for mathematics. The district provides a year-long New Teachers Academy. Teachers receive daily common planning time. All administrators and faculty received professional development to support English Learners. All faculty and volunteers receive the state mandated trainings.</p>
 <b>Student Supports and Services:</b>	<p>Bilingual and English Language Learners - supports and services, Students with disabilities - supports and services, 504 plans - supports and services, Basic Skills Interventions and Concentrated Literacy for struggling readers, Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and counseling services for students as needed.</p>
 <b>Student Health and Wellness:</b>	<p>Students have the opportunity to participate in a breakfast program. Students engage in physical education and recess for physical activity during the day. The school nurse provides instruction on hygiene, nutrition, and general health.</p>
 <b>Parent and Community Involvement:</b>	<p>Hoover School Parents' Association provides support for programs like field day, multicultural day, Dr. Suess day, field trips, and family nights. The fifth grade students sponsored a Seeing Eye Dog.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Hoover Elementary School opened an extension which includes a full gymnasium and four additional classrooms, a library, and offices. Students are allowed to use the soccer field located in back of the school. The community in collaboration with the Board of Education built a butterfly garden.
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<div><div>Other Information:</div></div>	<p>The district participates in the Interdistrict Public School Choice Program. Hoover School serves the needs of students with autism through their three classrooms of the Tri-Valley Program. Hoover School serves K-5 students with behavior disabilities.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	50	47	46
1	33	48	49
2	38	34	49
3	40	38	36
4	48	44	39
5	42	52	46
Ungraded	3	0	0
Total	254	263	265

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	2014-15	2015-16	2016-17
Female	45%	51%	51%
Male	55%	49%	49%
Economically Disadvantaged Students	28%	29%	28%
Students with Disabilities	10%	12%	12%
English Learners	5%	7%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	47.5%
Asian	24.5%
White	17.4%
Black or African American	7.2%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	3.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	49	47	46

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. All other students are included in Other Languages.

Home Language	% of Students
English	55.5%
Spanish	24.9%
Tagalog	6.4%
Filipino	3.4%
Chinese	1.5%
Other	8.7%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	114	100.0	78.00	65.60	54.90	78	69.8	Met Target
White	20	100.0	100.00	*	63.90	100	73.4	Met Goal
Hispanic	56	100.0	69.60	58.20	39.80	69.6	66.3	Met Target
Black or African American	11	100.0	72.70	51.00	35.20	72.7	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	84.00	79.30	80.70	84	80	Met Goal
American Indian or Alaska Native	*	*	*	66.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	53	100.0	83.00	73.10	62.20	83		
Male	61	100.0	73.80	58.60	48.10	73.8		
Economically Disadvantaged Students	33	100.0	66.60	54.60	36.20	66.6	64.7	Met Target
Non-Economically Disadvantaged Students	81	100.0	82.70	72.20	65.80	82.7		
Students with Disabilities	20	100.0	50.00	*	20.50	50	35.6	Met Target
Students without Disabilities	94	100.0	84.00	*	61.90	84		
English Learners	12	100.0	41.60	*	25.20	41.6	**	**
Non-English Learners	102	100.0	82.30	*	57.40	82.3		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	37	771	771	749	*	*	*	70%	*	78%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	17	766	766	734	0%	*	*	65%	*	71%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	21	770	774	754	*	*	*	71%	*	81%	55%
Male	16	771	768	745	*	*	*	69%	*	75%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	39	765	757	753	*	*	*	64%	*	80%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	18	757	750	740	0%	*	*	61%	*	67%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	21	770	765	758	*	*	*	57%	*	76%	61%
Male	18	759	747	749	*	*	*	72%	*	83%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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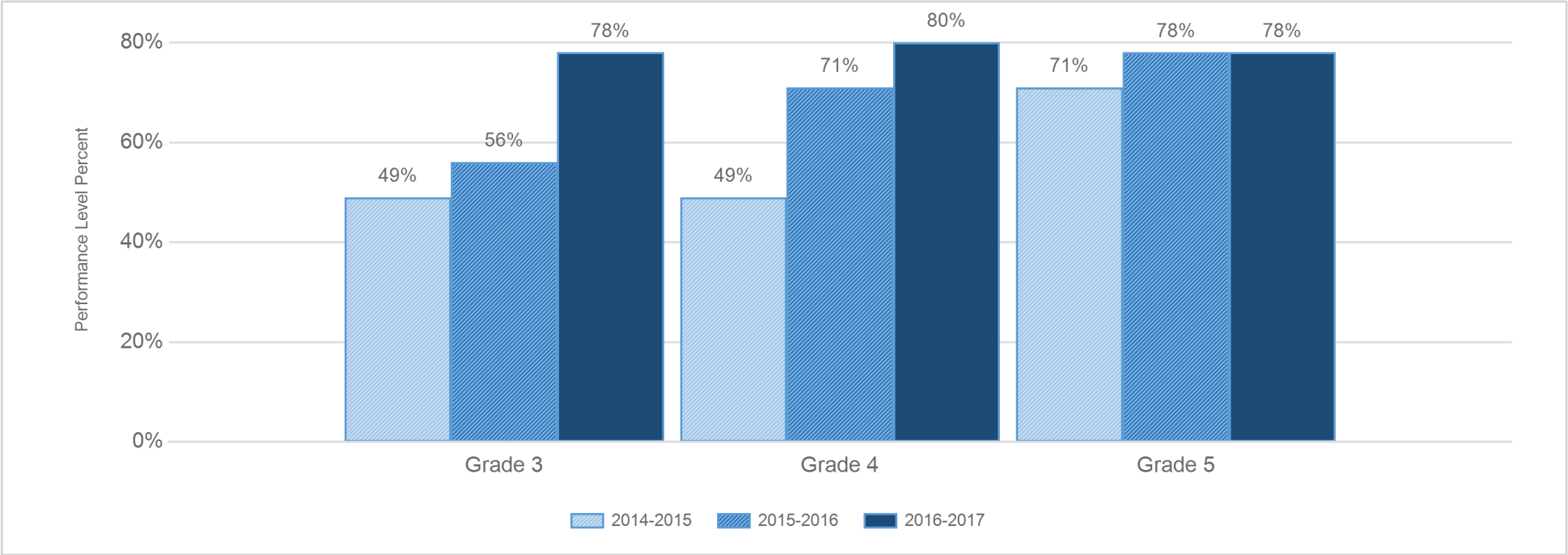
**English Language Arts/Literacy Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	772	768	756	*	*	22%	60%	*	78%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	23	769	762	743	0%	0%	*	52%	*	70%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	16	785	774	761	0%	0%	*	69%	*	94%	66%
Male	29	765	762	750	0%	0%	*	55%	*	69%	53%
Economically Disadvantaged Students	17	768	759	740	0%	0%	*	59%	*	77%	40%
Non-Economically Disadvantaged Students	28	774	772	765	0%	0%	*	61%	*	79%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	45	772	769	757	*	*	22%	60%	*	78%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	114	100.0	64.90	50.30	43.50	64.9	62.5	Met Target
White	20	100.0	75.00	*	52.40	75	77.1	Met Target†
Hispanic	56	100.0	51.70	41.20	27.60	51.7	62.2	Met Target†
Black or African American	11	100.0	45.50	36.90	21.70	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.00	68.90	75.60	92	66.4	Met Goal
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	53	100.0	66.00	53.10	44.10	66		
Male	61	100.0	64.00	47.70	42.90	64		
Economically Disadvantaged Students	33	100.0	63.60	39.00	25.10	63.6	55.4	Met Target
Non-Economically Disadvantaged Students	81	100.0	65.40	57.30	54.30	65.4		
Students with Disabilities	20	100.0	40.00	*	16.50	40	71.3	Not Met
Students without Disabilities	94	100.0	70.20	*	48.80	70.2		
English Learners	12	100.0	66.60	36.70	23.30	66.6	**	**
Non-English Learners	102	100.0	64.70	51.70	45.20	64.7		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	38	767	774	751	*	*	*	53%	*	76%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	18	761	766	738	0%	*	*	*	*	67%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	21	759	772	751	*	*	*	*	*	71%	52%
Male	17	776	775	751	*	*	*	*	*	82%	53%
Economically Disadvantaged Students	10	763	765	736	*	*	*	*	*	80%	34%
Non-Economically Disadvantaged Students	28	768	778	761	*	*	*	*	*	75%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	40	758	754	747	*	*	28%	48%	*	58%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	18	746	745	734	0%	*	*	*	*	33%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	21	765	758	747	*	*	*	*	*	62%	47%
Male	19	750	750	747	*	*	*	*	*	53%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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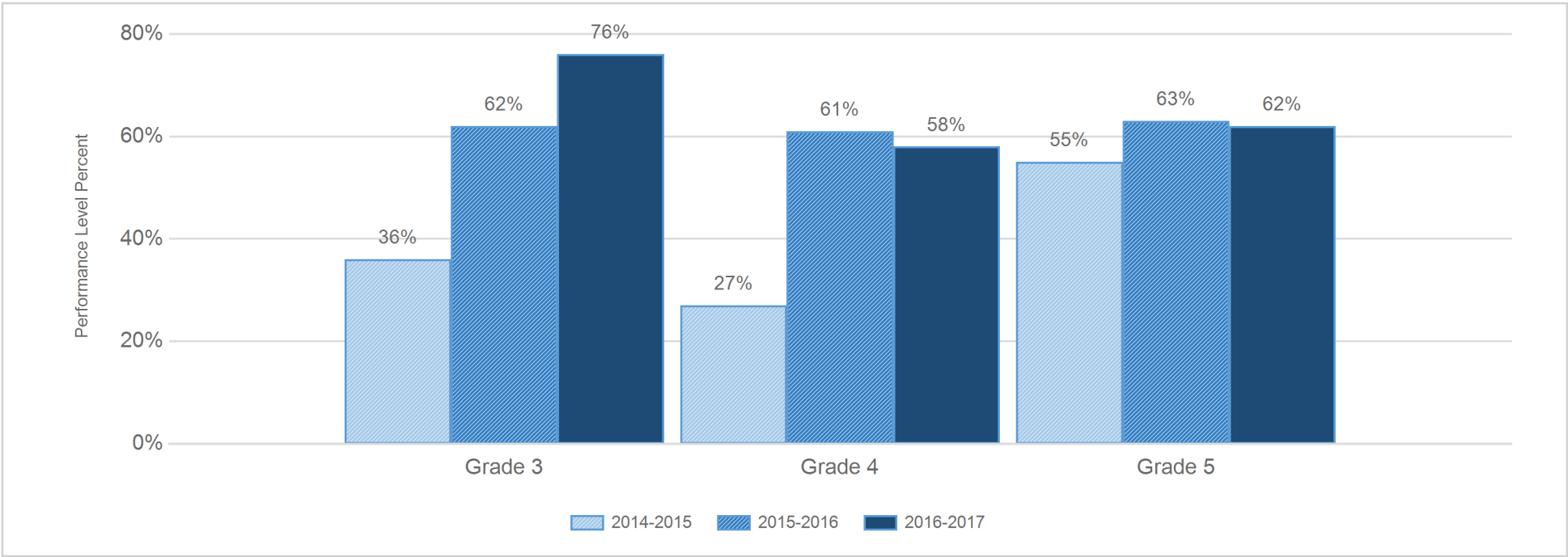
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	45	754	754	747	*	*	36%	62%	*	62%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	23	754	746	735	0%	0%	48%	52%	0%	52%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	16	755	755	747	*	*	*	63%	*	63%	47%
Male	29	754	753	746	*	*	*	62%	*	62%	46%
Economically Disadvantaged Students	17	758	745	732	*	*	*	65%	*	65%	27%
Non-Economically Disadvantaged Students	28	752	759	756	*	*	*	61%	*	61%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	45	754	756	748	*	*	36%	62%	*	62%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

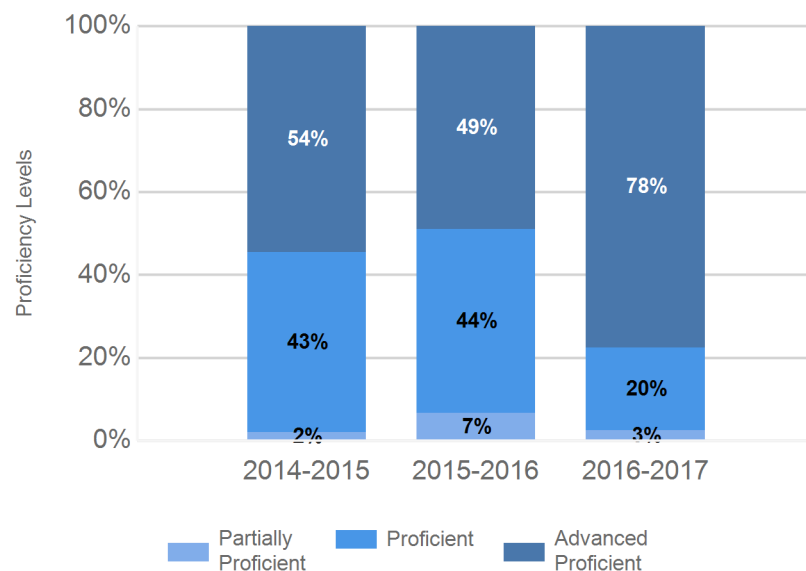
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	78%	20%	3%
White	*	N	N
Hispanic	67%	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	*
English Learners	*	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	53	50	Exceeds Target	63.5	52	50	Exceeds Target
White	*	54	50	**	*	56	52	**
Hispanic	62	50	49	Exceeds Target	55.5	50	47	Met Target
Black or African American	*	45	45	**	*	51	43	**
Asian, Native Hawaiian, or Pacific Islander	64.5	60	60	**	72.5	54	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	53	51	47	Met Target	60	52	46	Exceeds Target
Students with Disabilities	41	*	41	**	2	39	43	**
English Learners	*	56.5	53	**	*	49.5	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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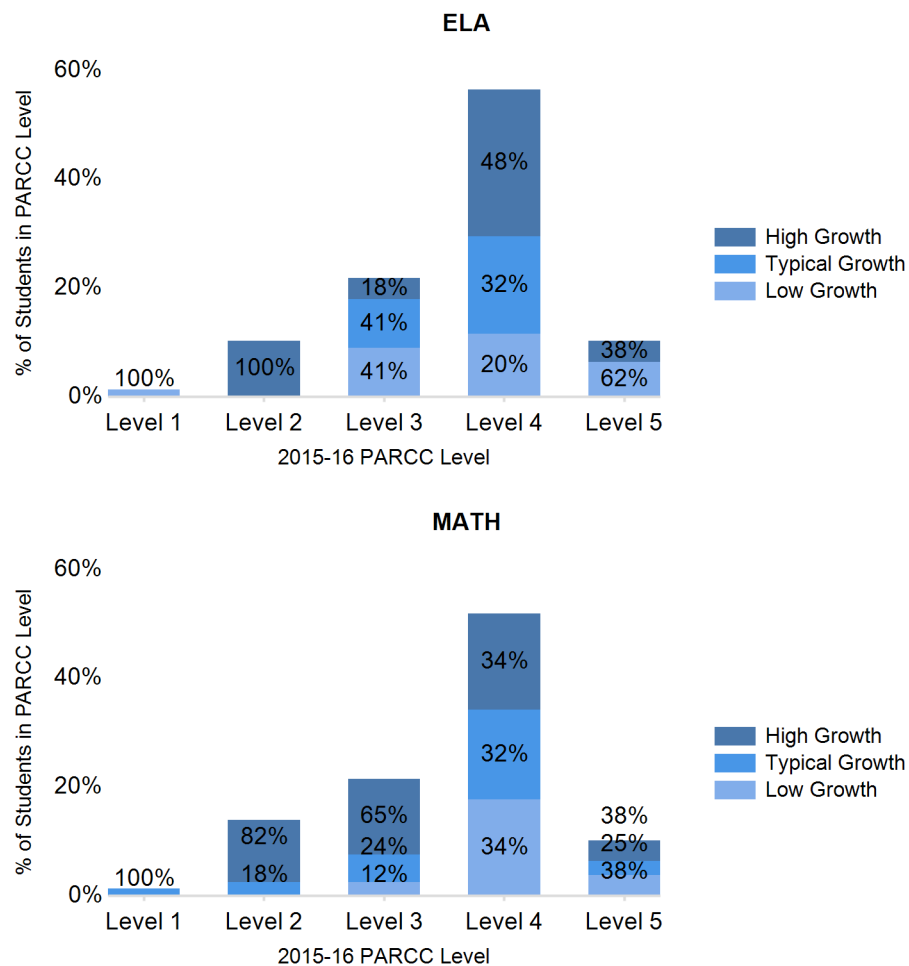
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

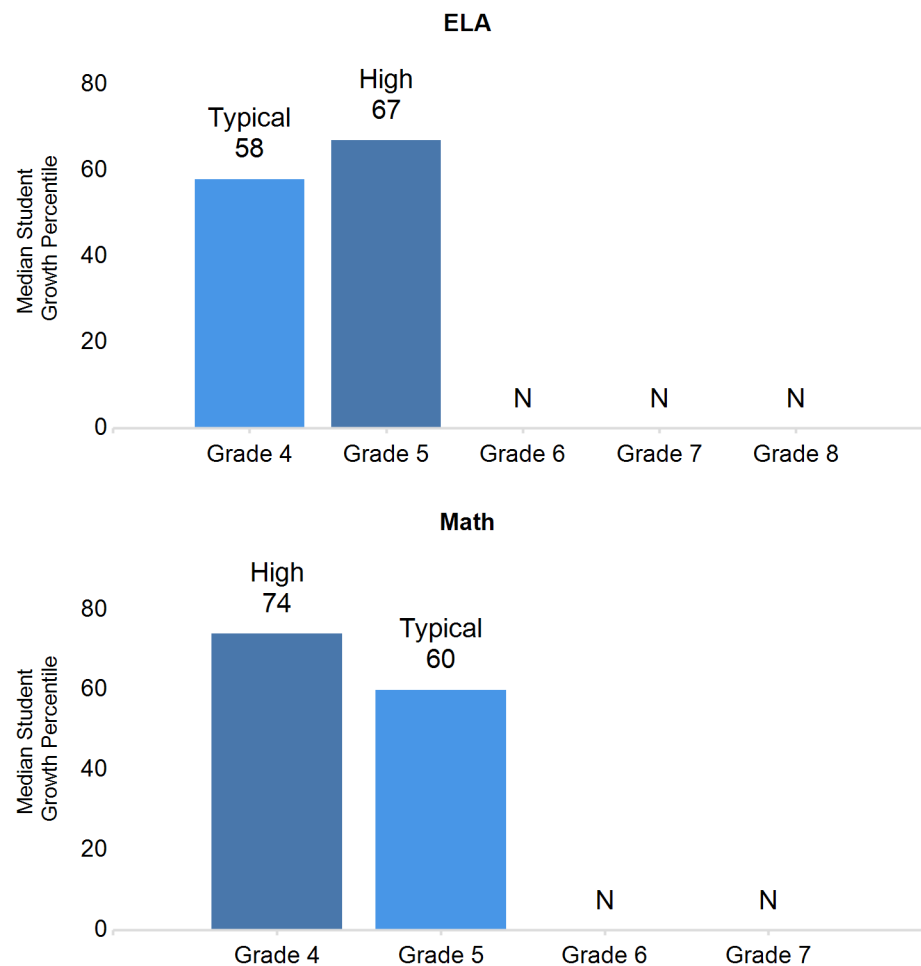
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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







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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

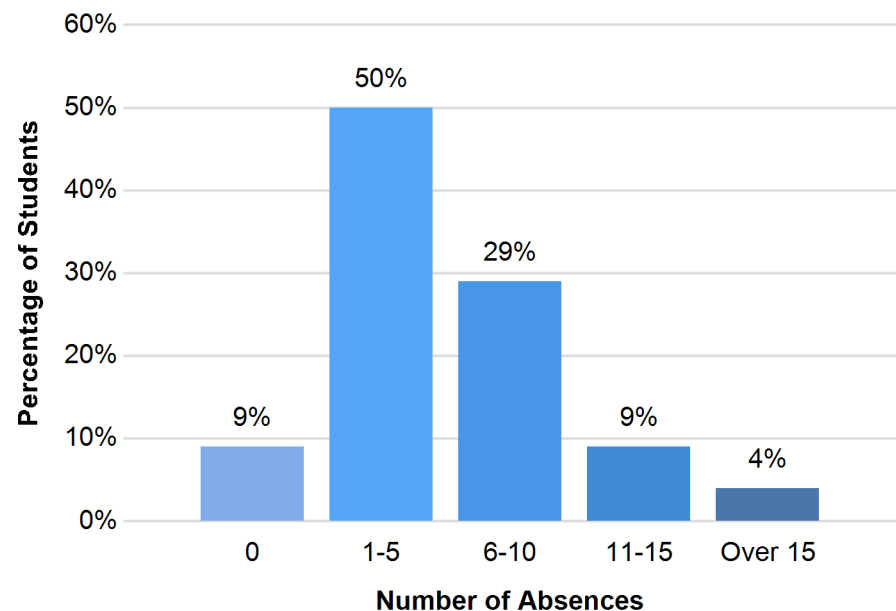
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	8.40	Met Target
White	0	8.40	Met Target
Hispanic	4.80	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.30	8.40	Not Met
Students with Disabilities	9.10	8.40	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

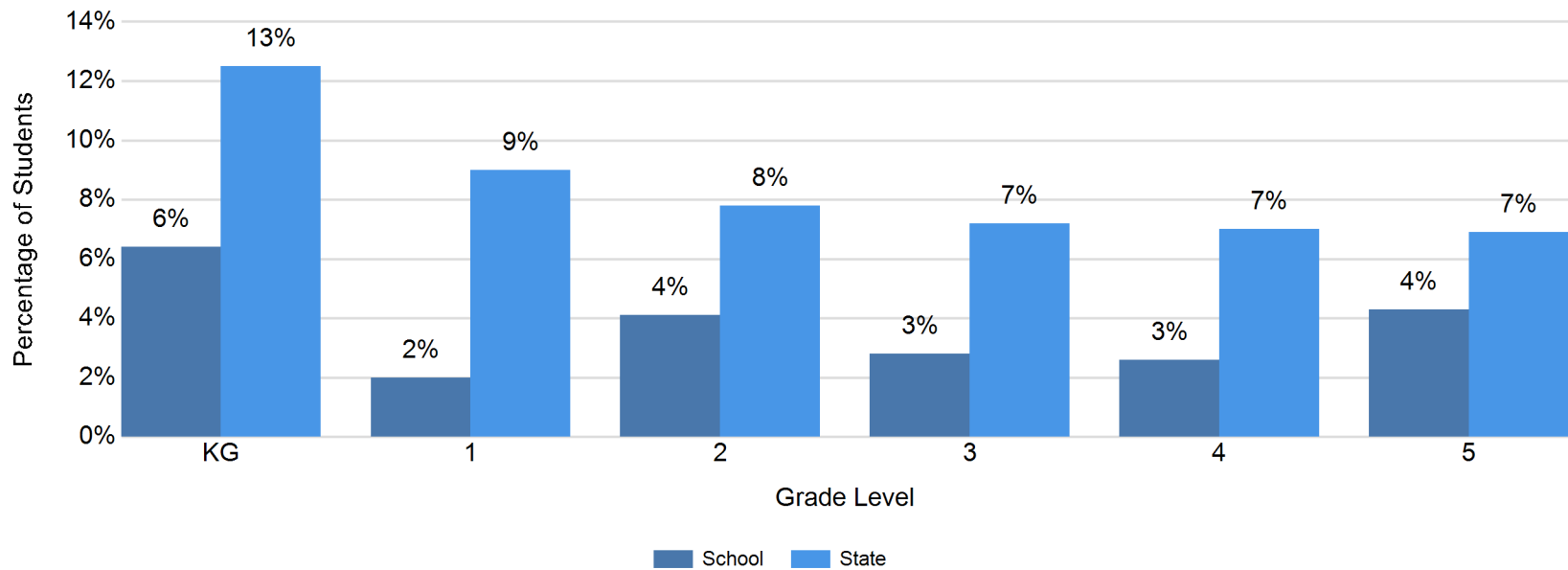
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.13

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.8:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	26	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	73%	74%

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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	13:1
Administrators	265:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92.7	17.5%
Mathematics Proficiency	88.3	17.5%
English Language Arts Growth	85.2	25.0%
Mathematics Growth	85.6	25.0%
Chronic Absenteeism	76.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		85.8
<b>Summative Rating:</b> Percentile rank of Summative Score		95.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	Met Goal	Met Target†	Met Target	**	**	No
Hispanic	84.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	83.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Mr. Vogt	<b>Email Address:</b>	<a href="mailto:cvogt@bergenfield.org">cvogt@bergenfield.org</a>
<b>Address:</b>	200 HICKORY AVENUE BERGENFIELD, NJ 07621	<b>Website:</b>	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
<b>Phone:</b>	(201)385-8804	<b>Facebook:</b>	<a href="http://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		<b>Twitter:</b>	<a href="http://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>




### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• EDM with Technology tools, Readers and Writers Workshop/Balanced Literacy, FOSS Science and Social Studies</li> <li>• Choir, Band, and Orchestra offered to all fourth and fifth grade students.</li> <li>• 120 Chromebooks and 85 laptops along with Smartboards in each classroom to assist with technology learning.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of Jefferson School is to develop self-directed learners who are committed to academic achievement aligned to the Common Core Standards. Collaborative efforts from faculty and parents create optimal learning opportunities that develop well-rounded citizens who maximize their unique potentials. Learning in a nurturing environment that is culturally diverse, safe, and secure, allows for all members of the school community to reach new heights of success.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>District Spelling Bee Competition, Character Ed trait winner of the month, Honor Roll recognition 3x a year, Fair Housing and Fire Prevention poster contest winners, Math Olympic competition, and Word Masters Recognition 3x a year.</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div> <div>Everyday Math with technology tools, Fountas and Pinnel Leveled Literacy Intervention, Readers and Writers Workshop, Study Island, Studies Weekly, FOSS Science, Renaissance Learning, Learning A-Z, and Homeworknow.com</div> </div>
 <div> <div>Clubs and Activities:</div> </div>	<div> <div>Accelerated Learning Program (ALP) for 4th and 5th grade, Fire Prevention Week activities, Safety Patrol</div> </div>
 <div> <div>Before and After School Programs:</div> </div>	<div> <div>Breakfast Club, aftercare program, Big Brother Big Sister, Academic Extended Day , Coding Club for 2nd-5th</div> </div>







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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.

 <b>Staff and Professional Learning:</b>	<p>Our staff has differentiated learning using Eduplanet21 and Lynda.com. Teachers utilize common planning time. New teachers take part in the New Teacher Academy. An external consultant worked with our 3rd grade teachers for Math.</p>
 <b>Student Supports and Services:</b>	<p>ELL support, Students with disabilities receive support and services, academic extended day for students who struggle, 504 students receive support and accommodations. Designated students receive Basic Skills Instruction and/or Leveled Literacy Interventions from our Reading Specialist. Some students require counseling services from our p/t guidance counselor.</p>
 <b>Student Health and Wellness:</b>	<p>Breakfast program, Physical Education, daily recess, and Hygiene instruction from the school nurse, school safety committee.</p>
 <b>Parent and Community Involvement:</b>	<p>Parents Association involvement includes, but not limited to the following; Better than Broadway school play, Halloween Spooktacular, Thanksgiving Feast, Book Fair 2x yearly, Holiday Gift Shop, PA sponsored assemblies, Pumpkin patch, Read-a-thon, and PA sponsored Field Days. School sponsored events include, Back to School Night, Parent Conferences, and Family Math night.</p>




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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.

<div><div>Facilities:</div></div>	<p>Preparation for conversion from steam to hot water heat. Improved lighting throughout the building. Ramp in first grade hallway wing to become wheelchair compliant. Completion of project for new windows in the interior portion of the building. Two new trees were planted to improve outdoor facilities. New basketball stantions with backboards and rims.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	23	25	29
KG	45	64	46
1	45	48	68
2	49	51	45
3	47	46	46
4	48	51	51
5	59	49	53
Ungraded	85	92	104
Total	401	426	442

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	2014-15	2015-16	2016-17
Female	46%	43%	45%
Male	54%	57%	55%
Economically Disadvantaged Students	28%	31%	27%
Students with Disabilities	34%	34%	35%
English Learners	6%	9%	10%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	48.9%
Asian	25.1%
White	14.0%
Black or African American	9.0%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.2%
Two or More Races	2.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	27	25	29
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	45	64	46

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. All other students are included in Other Languages.

Home Language	% of Students
English	50.5%
Spanish	30.5%
Tagalog	5.7%
Filipino	3.2%
Malayalam	2.5%
Other	7.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	145	100.0	73.10	65.60	54.90	73.1	67.6	Met Target
White	20	100.0	70.00	*	63.90	70	N	N
Hispanic	71	100.0	73.30	58.20	39.80	73.3	67.4	Met Target
Black or African American	12	100.0	50.00	51.00	35.20	50	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	81.60	79.30	80.70	81.6	75.2	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	75	100.0	84.00	73.10	62.20	84		
Male	70	100.0	61.40	58.60	48.10	61.4		
Economically Disadvantaged Students	39	100.0	59.00	54.60	36.20	59	51.5	Met Target
Non-Economically Disadvantaged Students	106	100.0	78.30	72.20	65.80	78.3		
Students with Disabilities	30	100.0	20.00	*	20.50	20	31.9	Met Target†
Students without Disabilities	115	100.0	87.00	*	61.90	87		
English Learners	11	100.0	72.70	*	25.20	72.7	**	**
Non-English Learners	134	100.0	73.20	*	57.40	73.2		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	44	768	771	749	*	*	*	57%	*	71%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	17	766	766	734	0%	*	*	*	*	65%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	794	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	21	770	774	754	*	*	*	48%	*	71%	55%
Male	23	765	768	745	*	*	*	65%	*	70%	46%
Economically Disadvantaged Students	10	732	*	731	*	*	*	*	*	40%	31%
Non-Economically Disadvantaged Students	34	778	*	762	*	*	*	*	*	79%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	44	768	773	752	*	*	*	57%	*	71%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%





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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	49	761	757	753	*	*	*	61%	*	74%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	30	759	750	740	*	*	*	70%	*	77%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	10	782	773	777	0%	0%	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	27	773	765	758	*	*	*	67%	*	89%	61%
Male	22	745	747	749	*	*	*	55%	*	55%	51%
Economically Disadvantaged Students	12	755	*	737	*	*	*	*	*	75%	36%
Non-Economically Disadvantaged Students	37	763	*	764	*	*	*	*	*	73%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	49	761	757	755	*	*	*	61%	*	74%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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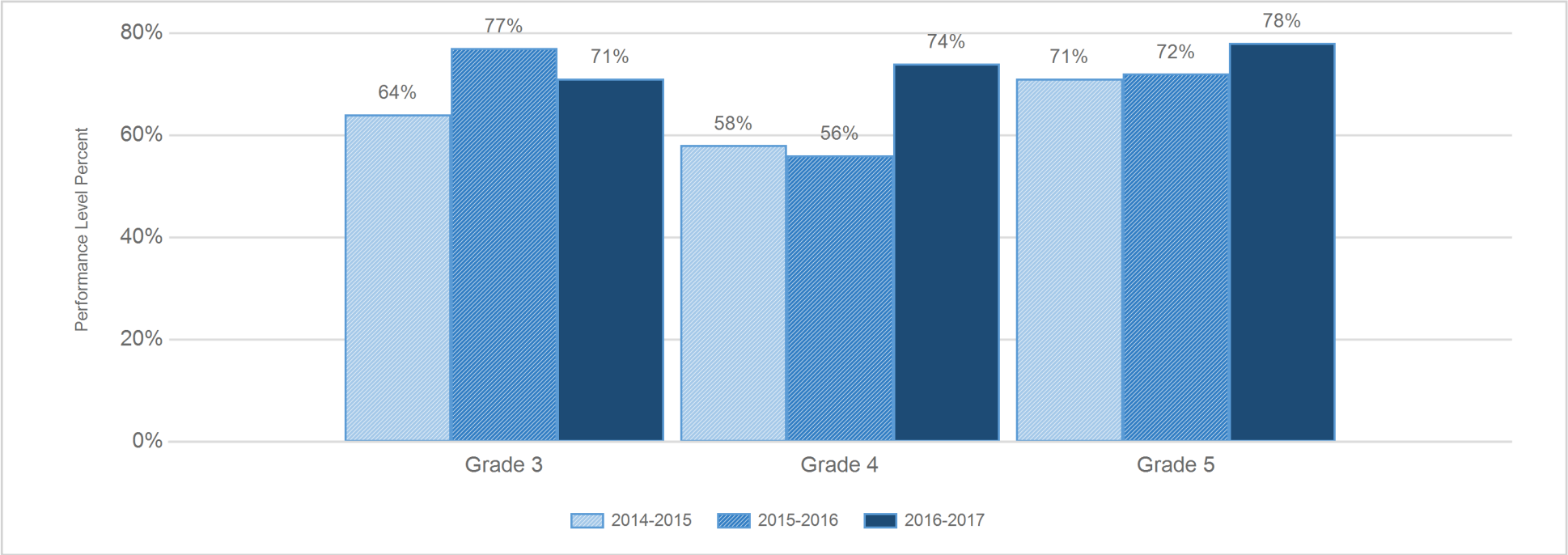
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	50	772	768	756	*	*	*	52%	26%	78%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	23	774	762	743	*	*	*	57%	*	78%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	781	779	779	0%	0%	*	*	*	80%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	28	782	774	761	*	*	*	46%	*	86%	66%
Male	22	759	762	750	*	*	*	59%	*	68%	53%
Economically Disadvantaged Students	14	758	759	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	36	777	772	765	*	*	*	*	*	81%	71%
Students with Disabilities	10	726	729	725	*	*	*	*	0%	40%	22%
Students without Disabilities	40	784	773	762	*	*	*	*	33%	88%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	50	772	769	757	*	*	*	52%	26%	78%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	145	100.0	68.20	50.30	43.50	68.2	68.1	Met Target
White	20	100.0	75.00	*	52.40	75	N	N
Hispanic	71	100.0	66.20	41.20	27.60	66.2	59.8	Met Target
Black or African American	12	100.0	41.70	36.90	21.70	41.7	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	76.30	68.90	75.60	76.3	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	75	100.0	76.00	53.10	44.10	76		
Male	70	100.0	60.00	47.70	42.90	60		
Economically Disadvantaged Students	39	100.0	48.80	39.00	25.10	48.8	47.7	Met Target
Non-Economically Disadvantaged Students	106	100.0	75.50	57.30	54.30	75.5		
Students with Disabilities	30	100.0	33.30	*	16.50	33.3	29.2	Met Target
Students without Disabilities	115	100.0	77.40	*	48.80	77.4		
English Learners	11	100.0	63.60	36.70	23.30	63.6	**	**
Non-English Learners	134	100.0	68.70	51.70	45.20	68.7		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	44	773	774	751	*	*	*	48%	34%	82%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	17	772	766	738	0%	0%	*	59%	*	82%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	792	*	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	21	773	772	751	*	*	*	52%	*	81%	52%
Male	23	773	775	751	*	*	*	44%	*	83%	53%
Economically Disadvantaged Students	10	749	765	736	*	*	*	*	0%	70%	34%
Non-Economically Disadvantaged Students	34	781	778	761	*	*	*	*	44%	85%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	44	773	775	753	*	*	*	48%	34%	82%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	50	753	754	747	*	*	26%	52%	*	60%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	30	754	745	734	*	*	*	60%	*	63%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	770	772	774	0%	*	*	*	*	64%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	27	760	758	747	*	*	*	56%	*	70%	47%
Male	23	746	750	747	*	*	*	48%	*	48%	48%
Economically Disadvantaged Students	13	744	*	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	37	757	*	757	*	*	*	*	*	65%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

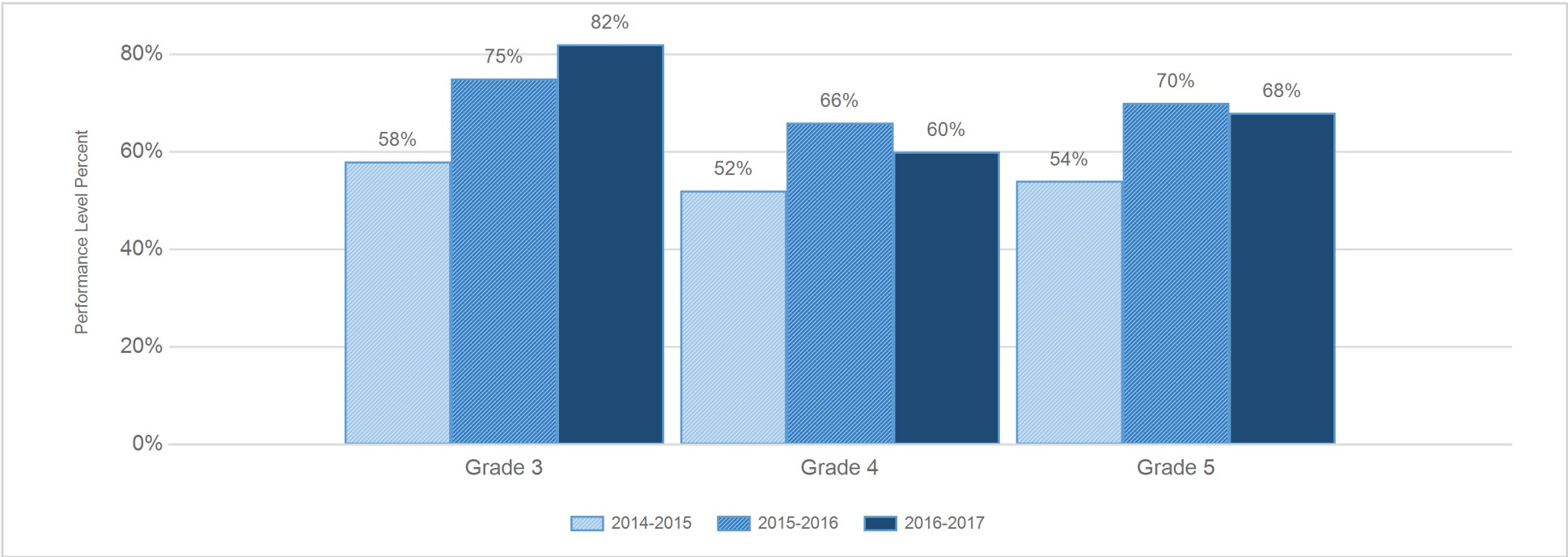
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	50	756	754	747	*	*	*	54%	*	68%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	23	749	746	735	*	*	*	61%	*	65%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	15	776	769	774	0%	0%	*	*	*	73%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	28	761	755	747	*	*	*	61%	*	79%	47%
Male	22	749	753	746	*	*	*	46%	*	55%	46%
Economically Disadvantaged Students	14	738	745	732	*	*	*	*	*	43%	27%
Non-Economically Disadvantaged Students	36	763	759	756	*	*	*	*	*	78%	59%
Students with Disabilities	10	714	723	725	*	*	*	*	*	30%	19%
Students without Disabilities	40	766	758	751	*	*	*	*	*	78%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	50	756	756	748	*	*	*	54%	*	68%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	20	*	*
2	16	87.5%	12.5%
3	N	N	N
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

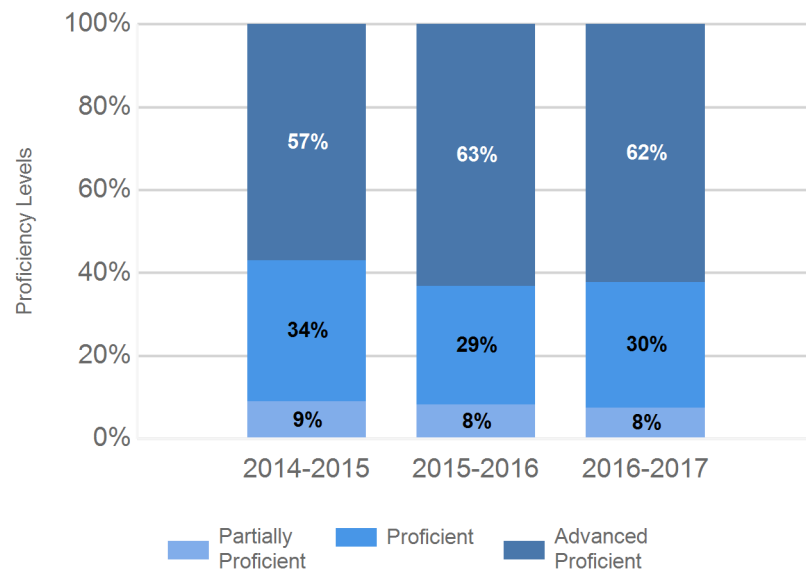
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	62%	30%	8%
White	*	*	N
Hispanic	61%	27%	12%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	73%	27%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	44%	38%	19%
Students with Disabilities	*	*	*
English Learners	N	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	53	50	Met Target	46	52	50	Met Target
White	27.5	54	50	**	45.5	56	52	**
Hispanic	47	50	49	Met Target	46.5	50	47	Met Target
Black or African American	*	45	45	**	*	51	43	**
Asian, Native Hawaiian, or Pacific Islander	60	60	60	Exceeds Target	57	54	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	62	51	47	Exceeds Target	38	52	46	Not Met
Students with Disabilities	31	*	41	**	28	39	43	**
English Learners	*	56.5	53	**	*	49.5	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

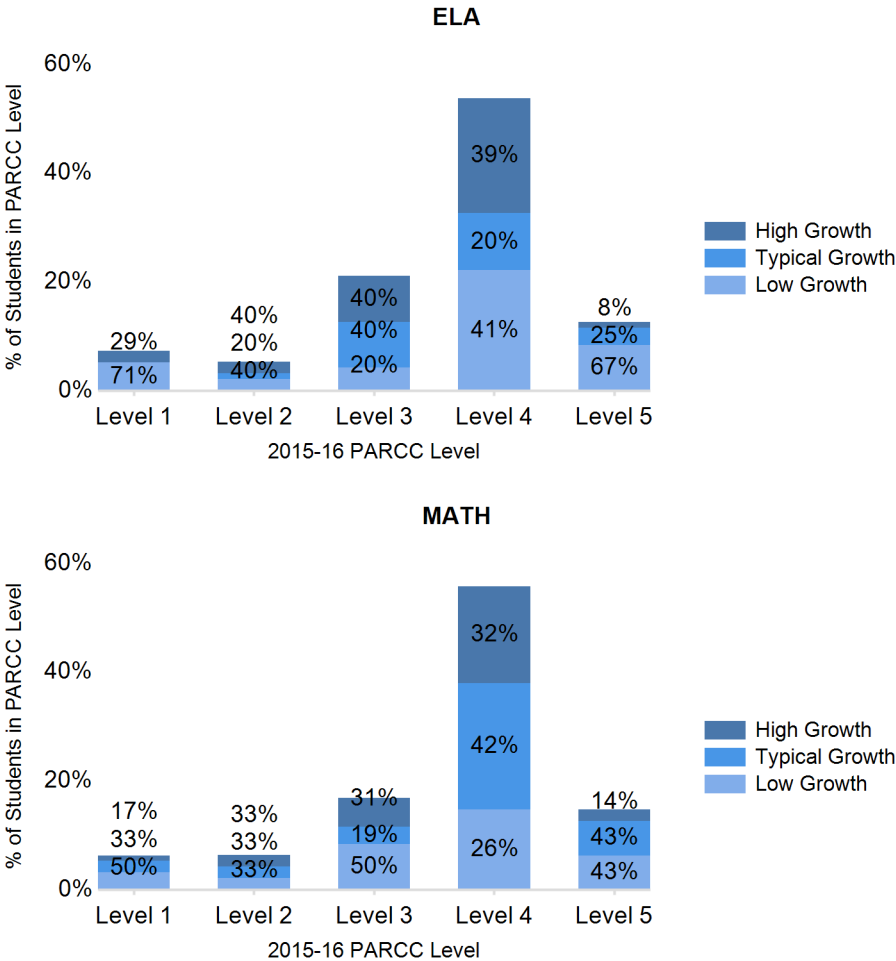
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

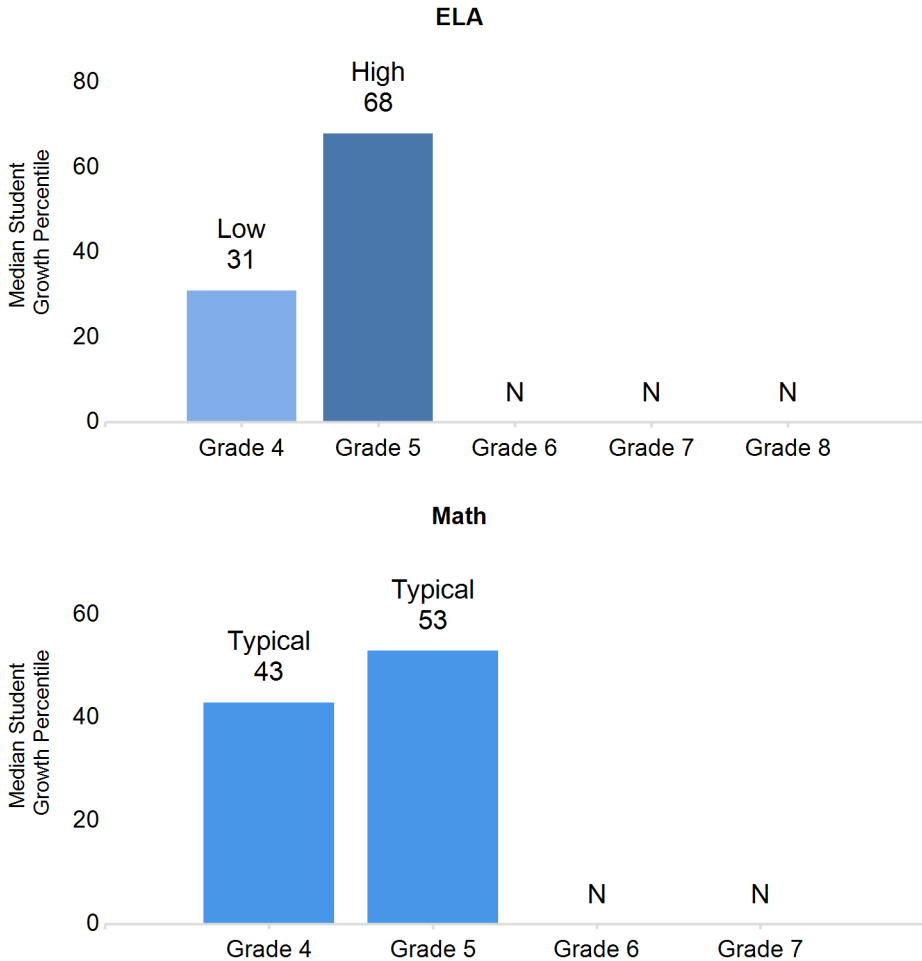
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

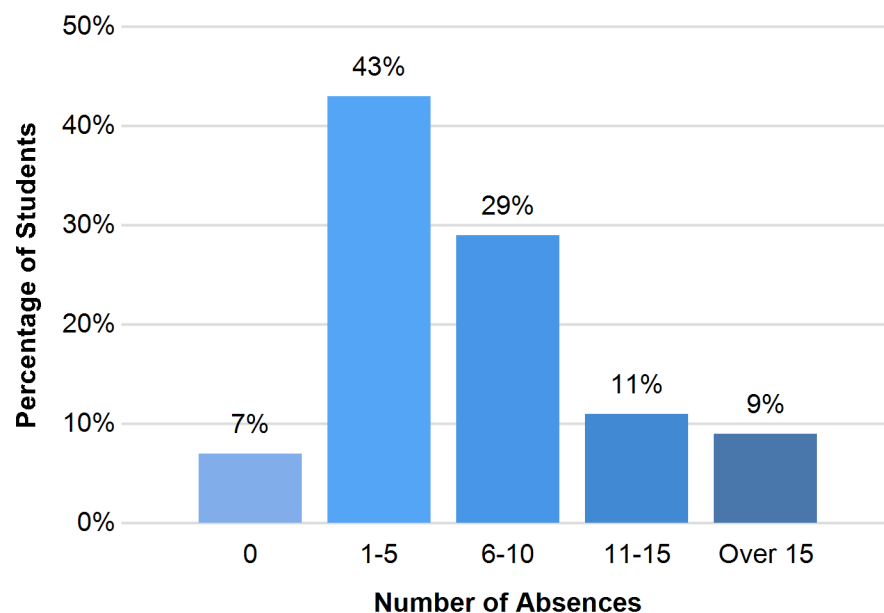
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.70	8.40	Met Target
White	6.80	8.40	Met Target
Hispanic	6.60	8.40	Met Target
Black or African American	3.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.40	8.40	Not Met
Students with Disabilities	11.80	8.40	Not Met
English Learners	7.50	8.40	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



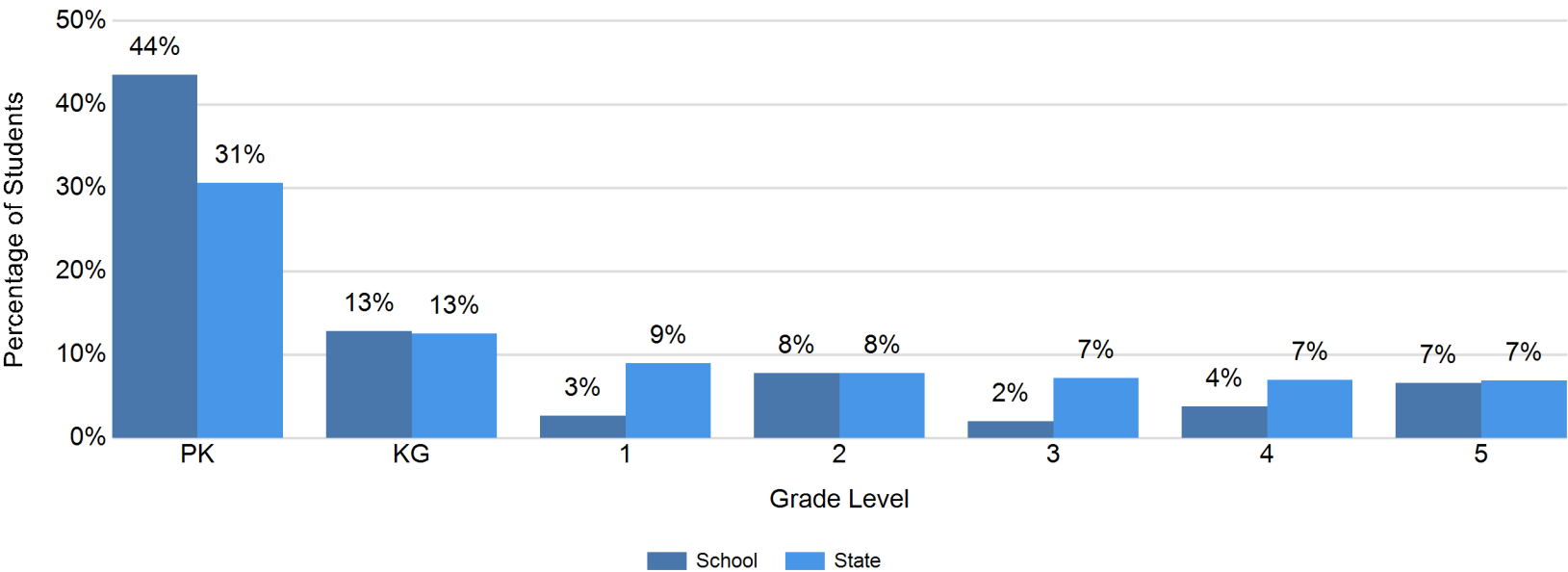


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.5:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	71%	74%

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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	442:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1



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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.8	17.5%
Mathematics Proficiency	85.7	17.5%
English Language Arts Growth	49.7	25.0%
Mathematics Growth	33.9	25.0%
Chronic Absenteeism	57.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		57.8
<b>Summative Rating:</b> Percentile rank of Summative Score		62.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	N	N	Met Target	**	**	No
Hispanic	66.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	39.7	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	70.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Mr. Mitchel	<b>Email Address:</b>	<a href="mailto:jmitchel@bergenfield.org">jmitchel@bergenfield.org</a>
<b>Address:</b>	115 HIGHVIEW AVENUE BERGENFIELD, NJ 07621	<b>Website:</b>	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
<b>Phone:</b>	(201)385-8759	<b>Facebook:</b>	<a href="http://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		<b>Twitter:</b>	<a href="http://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>




**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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Balanced Literacy, Everyday Math, Science, and Social Studies</li> <li>• Each Classroom contains a Smartboard and every child has access to a computer</li> <li>• Top Level Music Education Students in 4th and 5th Grade Choir, Band, and Orchestra</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our teachers continue to seek educational opportunities to advance their knowledge to help them reach their students. Our focus on individual needs allows early diagnosis and prompt intervention when learning problems arise. Our faculty is dedicated to working with each child to foster creativity, integrity, respect, and the academic skills necessary to become a good citizen and productive member of the community.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Everyone wants our schools to do a better job of educating our kids. When some schools do just that, it is cause for celebration. At Lincoln School, we have: Lincoln School Students of the Week, Accelerated Reader Luncheons, Citizen of the Month (Based on Character), District Spelling Bee, End of the Year Awards Celebration, and more</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>The curriculum and instruction can be described as the “engine” that drives teaching and learning in our school district. Programs are assessed on a yearly basis through the analyzing of the student data. We have: Fountas and Pinnell Balanced Literacy, Reading and Writing Workshop, Everyday Math, Social Studies, Studies Weekly, Science (Foss), Homeworknow.com, Learning A-Z, Renaissance Learning</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Many extracurricular activities provide a chance to learn real-world skills. Lincoln School offers: Choir, Band, Orchestra, ALP-Accelerated Learning Programs, Safety Patrol, and Fire Patrol. Sports are provided through the town.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>Maintaining good grades is important for getting into college, but after-school activities reveal a great deal about your interests, your readiness for college, and demonstrate your ability to: Make a meaningful contribution to something, Maintain a commitment, and Manage your time and priorities. At Lincoln, we offer: Academic Extended Day, PARCC Prep, Homework Club, and Before and After Care (SACC) through the town</div>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Well crafted and delivered continuing professional development is important because it delivers benefits to the students, individual teacher, their profession and the public. Lincoln School Staff partake in many forms of PD including: EduPlanet 21, External/Internal Consultants, Lynda.com, New Teacher Academy, SIOP Training, Sheltered Instruction Training, Administration Retreat, Teachers teaching teachers, Teacher Coaching Model, Attendance at workshops/conferences</p>
 <b>Student Supports and Services:</b>	<p>In its support of the district's mission to afford the highest level of teaching and learning, and build an effective and efficient community of learning and character, Lincoln School has a cadre of intervention and referral programs and services readily available: Bilingual Instructional Program, English Language Learners Classes, Child Study Team, School Counselor, Basic Skills, Nurse, I&amp;RS Team, 504 Team, Harassment, Intimidations, and Bullying Specialist</p>
 <b>Student Health and Wellness:</b>	<p>It is our hope that the services provided enhances the health and well-being of students to foster their learning and success: Full time nurse on site-also provides classroom lessons, Fire Safety and Bullying Programs, Daily Breakfast Served, Peer Groups</p>
 <b>Parent and Community Involvement:</b>	<p>The Lincoln School Parents' Association (LSPA) is a group of parents working together to improve the quality of our children's education. We run the Plant Sale, Book Fair, Holiday Gift Fair, the Helping Hands program, and more. Through our fundraising activities (Cherrydale Farms, Gertrude Hawk Chocolates, Box Tops for Education, etc.), we are able to purchase needed items for our school and sponsor enrichment programs which are educational as well as fun.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Built in 1932 with an addition added in the 1950's. Currently, the school had all the windows and univents replaced. Air condition units in mandated classrooms.
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School Narrative

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Other Information:

Academic excellence is occurring at Lincoln School. The statistical data paints only a numerical portrait of the Lincoln Elementary School. These numbers represent enthusiastic, successful students, involved parents, and an outstanding group of teachers and support staff. These individuals, coupled with a solid, well-balanced academic program, create a positive and productive environment in which to work and learn. There are many wonderful things happening at Lincoln Elementary School this year that are aligned with district initiatives and goals. The implementation of our Balanced Literacy program has further shaped the learning culture of our school and has shifted the focus from teaching to student evidenced-based learning. Our classrooms are using Renaissance Programs (Star Literacy/Math and Accelerated Reading/Math) to identify our children's instructional levels. Recent enhancements to the Renaissance programs offer more options for teaching in an interactive, engaging classroom environment. For example, students now have the option to access and work math and literacy assignments online using computers, laptops, or tablets instead of printing out their assignments. The Lincoln School staff is using data to differentiate instruction at all grade levels through the use of formative and summative assessments. Our focus on individual needs allows early diagnosis and prompts interventions so that all students continue to thrive in their educational setting. Our Bergen County Special Services/Bergenfield Tri-Valley Program for Pre School and Primary school students with autism continues to be an exemplary model.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	238	254	245
7	246	259	272
8	235	269	260
Ungraded	19	23	25
Total	738	805	802

### 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	2014-15	2015-16	2016-17
Female	49%	48%	47%
Male	51%	53%	53%
Economically Disadvantaged Students	42%	39%	39%
Students with Disabilities	15%	14%	15%
English Learners	2%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	52.0%
Asian	25.6%
White	10.8%
Black or African American	9.1%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.1%
Two or More Races	1.9%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	48.1%
Spanish	34.8%
Tagalog	8.2%
Malayalam	2.0%
Other	6.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	725	99.6	66.40	65.60	54.90	66.4	62.5	Met Target
White	85	98.9	70.60	*	63.90	70.6	58.4	Met Target
Hispanic	371	100.0	60.60	58.20	39.80	60.6	56	Met Target
Black or African American	62	100.0	50.00	51.00	35.20	50	50.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	192	99.5	80.20	79.30	80.70	80.2	79.1	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	79.50	54.90	85.7	**	**
Female	342	99.7	75.70	73.10	62.20	75.7		
Male	383	99.5	58.30	58.60	48.10	58.3		
Economically Disadvantaged Students	260	100.0	56.50	54.60	36.20	56.5	53.7	Met Target
Non-Economically Disadvantaged Students	465	99.4	72.10	72.20	65.80	72.1		
Students with Disabilities	107	98.3	15.90	*	20.50	15.9	18.4	Met Target†
Students without Disabilities	618	99.8	75.20	*	61.90	75.2		
English Learners	58	100.0	43.10	*	25.20	43.1	26.3	Met Target
Non-English Learners	667	99.6	68.50	*	57.40	68.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 6**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	245	759	759	752	*	*	22%	51%	14%	65%	54%
White	28	756	756	758	*	*	*	54%	*	71%	63%
Hispanic	129	757	757	740	*	9%	27%	54%	*	61%	38%
Black or African American	22	749	749	736	*	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	62	770	770	776	*	*	18%	48%	27%	76%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	117	766	766	758	*	*	18%	48%	*	70%	61%
Male	128	754	754	746	*	*	26%	55%	*	61%	46%
Economically Disadvantaged Students	92	750	750	737	*	*	22%	53%	*	58%	34%
Non-Economically Disadvantaged Students	153	765	765	761	*	*	22%	50%	*	70%	65%
Students with Disabilities	32	718	718	722	*	*	*	*	*	*	17%
Students without Disabilities	213	766	766	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	270	762	762	756	6%	9%	21%	36%	29%	64%	59%
White	35	758	758	764	*	*	*	34%	*	60%	69%
Hispanic	141	756	756	742	*	*	22%	43%	18%	62%	44%
Black or African American	18	743	743	737	*	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	69	781	781	784	*	*	17%	23%	54%	77%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	125	774	774	764	*	*	15%	42%	38%	80%	68%
Male	145	751	751	749	*	*	26%	30%	21%	51%	51%
Economically Disadvantaged Students	98	755	755	739	*	*	25%	40%	18%	58%	40%
Non-Economically Disadvantaged Students	172	766	766	766	*	*	19%	33%	35%	68%	70%
Students with Disabilities	45	726	726	719	*	*	33%	*	*	22%	19%
Students without Disabilities	225	769	769	763	*	*	19%	*	*	73%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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### English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	252	766	766	757	5%	8%	19%	45%	23%	68%	59%
White	23	775	775	764	*	0%	*	48%	*	83%	68%
Hispanic	127	754	754	742	*	*	25%	45%	12%	57%	44%
Black or African American	32	758	758	738	*	*	*	34%	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	66	789	789	786	*	0%	*	50%	41%	91%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	118	775	775	766	*	*	17%	51%	26%	77%	68%
Male	134	758	758	749	*	*	21%	40%	19%	60%	50%
Economically Disadvantaged Students	87	753	753	739	*	*	24%	47%	*	56%	40%
Non-Economically Disadvantaged Students	165	773	773	766	*	*	16%	44%	*	74%	69%
Students with Disabilities	32	720	720	718	*	*	31%	*	0%	16%	18%
Students without Disabilities	220	773	773	764	*	*	17%	*	26%	76%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



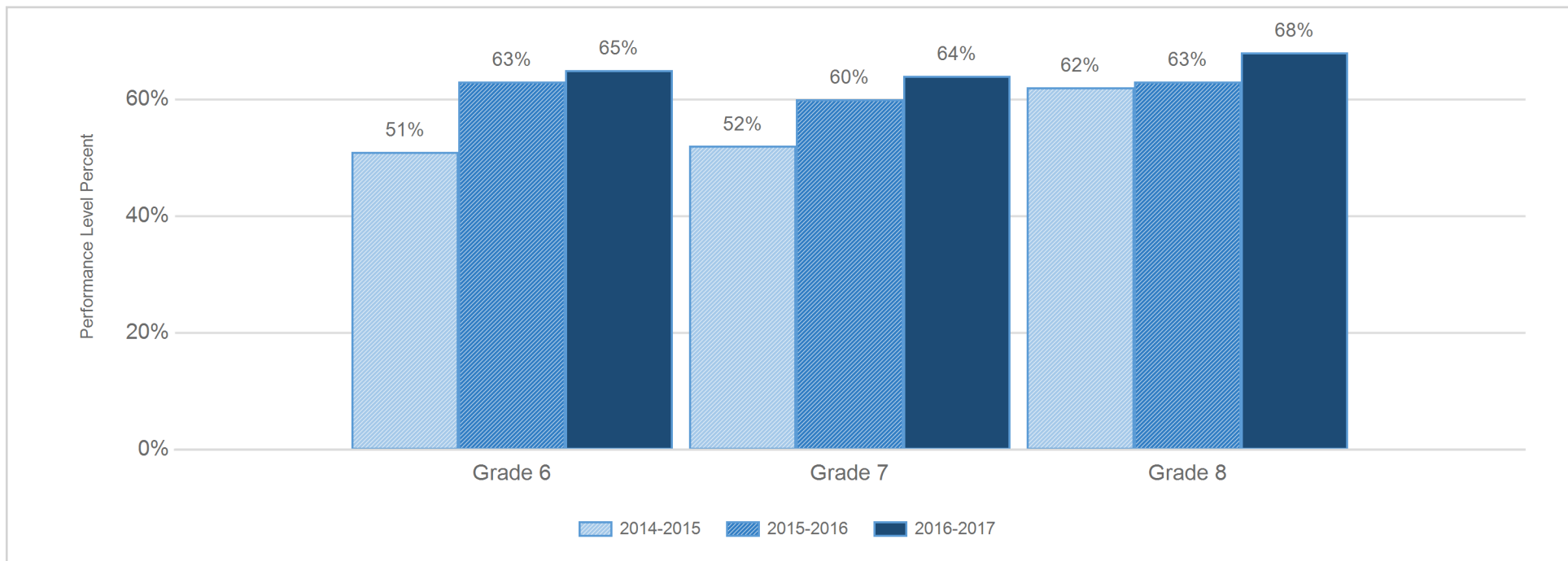


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	726	99.6	47.20	50.30	43.50	47.2	46.6	Met Target
White	85	98.9	48.30	*	52.40	48.3	53.5	Met Target†
Hispanic	371	100.0	37.70	41.20	27.60	37.7	34.7	Met Target
Black or African American	62	100.0	37.10	36.90	21.70	37.1	34.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	193	99.5	68.40	68.90	75.60	68.4	68.1	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	67.60	44.90	50	**	**
Female	343	99.7	51.00	53.10	44.10	51		
Male	383	99.5	43.90	47.70	42.90	43.9		
Economically Disadvantaged Students	260	100.0	34.60	39.00	25.10	34.6	34	Met Target
Non-Economically Disadvantaged Students	466	99.4	54.30	57.30	54.30	54.3		
Students with Disabilities	107	98.3	10.30	*	16.50	10.3	14.1	Met Target†
Students without Disabilities	619	99.9	53.70	*	48.80	53.7		
English Learners	59	100.0	27.10	36.70	23.30	27.1	31.9	Met Target†
Non-English Learners	667	99.6	49.00	51.70	45.20	49		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	250	745	745	743	6%	18%	31%	38%	7%	45%	44%
White	28	749	749	751	*	*	*	46%	*	50%	54%
Hispanic	133	740	740	731	*	20%	35%	32%	*	38%	27%
Black or African American	22	731	731	724	*	*	*	*	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	63	759	759	771	0%	*	22%	54%	*	67%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	119	748	748	745	*	14%	34%	40%	*	47%	45%
Male	131	743	743	742	*	21%	29%	37%	*	44%	43%
Economically Disadvantaged Students	94	735	735	728	*	25%	29%	32%	*	36%	24%
Non-Economically Disadvantaged Students	156	751	751	752	*	14%	33%	42%	*	51%	56%
Students with Disabilities	32	715	715	717	*	38%	*	*	*	13%	13%
Students without Disabilities	218	750	750	748	*	15%	*	*	*	50%	50%
English Learners	11	716	716	710	*	*	*	*	*	*	*
Non-English Learners	239	747	747	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	254	738	738	741	*	19%	43%	33%	*	33%	40%
White	30	735	735	748	0%	*	47%	*	0%	23%	49%
Hispanic	138	735	735	730	*	22%	47%	25%	*	26%	23%
Black or African American	17	728	728	726	*	*	*	*	0%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	62	748	748	764	*	*	36%	55%	0%	55%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	120	742	742	743	*	12%	44%	42%	*	42%	41%
Male	134	734	734	740	*	25%	43%	25%	*	25%	38%
Economically Disadvantaged Students	97	734	734	729	*	22%	47%	25%	*	25%	22%
Non-Economically Disadvantaged Students	157	740	740	749	*	17%	41%	38%	*	38%	50%
Students with Disabilities	44	716	716	716	*	*	*	*	*	*	11%
Students without Disabilities	210	743	743	746	*	*	*	*	*	*	45%
English Learners	17	724	724	712	*	*	*	*	*	12%	*
Non-English Learners	237	739	739	742	*	*	*	*	*	35%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	168	731	731	728	*	21%	32%	28%	*	29%	28%
White	13	743	743	736	0%	*	*	*	0%	39%	35%
Hispanic	102	729	729	721	24%	22%	28%	28%	0%	28%	21%
Black or African American	24	722	722	715	*	*	*	*	0%	17%	15%
Asian, Native Hawaiian, or Pacific Islander	27	740	740	747	*	*	37%	*	*	37%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	72	730	730	730	*	22%	36%	25%	*	25%	30%
Male	96	732	732	725	*	21%	28%	30%	*	31%	26%
Economically Disadvantaged Students	72	729	729	719	*	21%	33%	26%	*	26%	19%
Non-Economically Disadvantaged Students	96	733	733	734	*	22%	30%	29%	*	30%	34%
Students with Disabilities	31	708	708	705	*	*	*	*	*	*	*
Students without Disabilities	137	736	736	734	*	*	*	*	*	*	*
English Learners	14	713	713	703	*	*	*	*	*	14%	*
Non-English Learners	154	733	733	729	*	*	*	*	*	30%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	779	746	743	0%	*	*	87%	*	95%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	34	783	761	774	0%	0%	*	85%	*	97%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	44	777	747	744	0%	*	*	93%	*	96%	43%
Male	40	781	745	741	0%	*	*	80%	*	95%	40%
Economically Disadvantaged Students	21	775	740	727	0%	*	*	81%	*	86%	23%
Non-Economically Disadvantaged Students	63	780	750	751	0%	*	*	89%	*	98%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	84	779	749	745	0%	*	*	87%	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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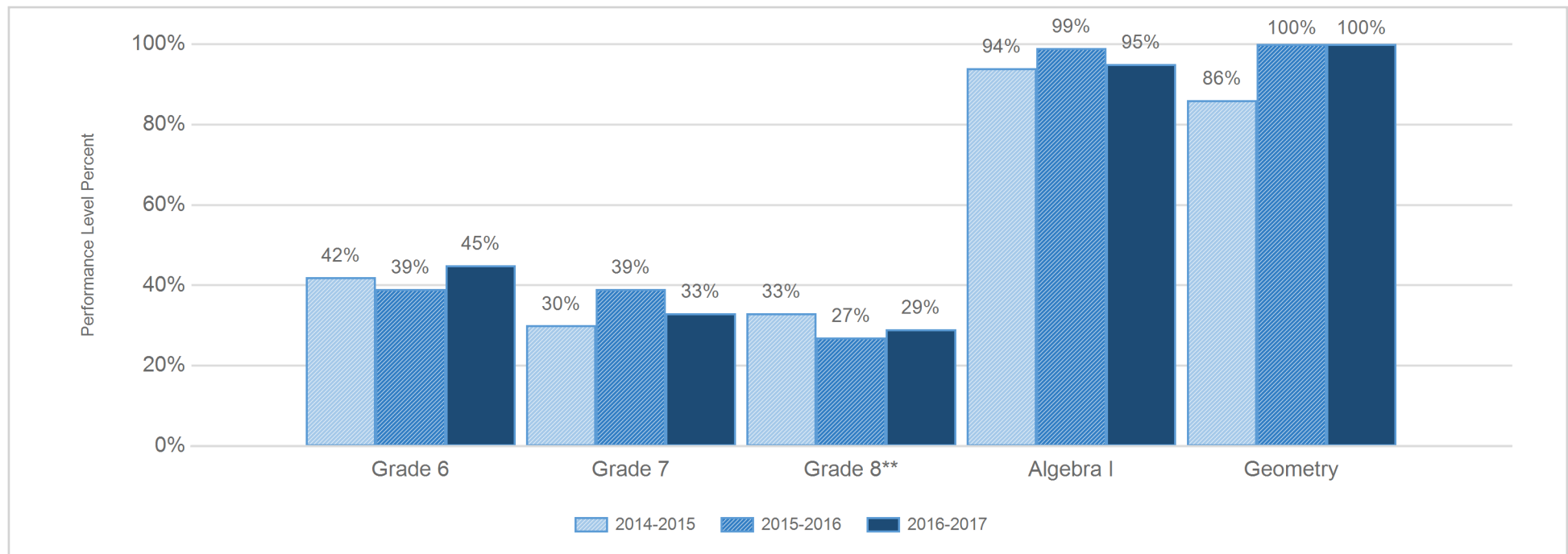
### Mathematics Assessment - Performance by Test: Geometry

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	773	738	734	*	*	*	84%	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	772	752	758	*	*	*	77%	*	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	14	769	739	735	*	*	*	93%	*	100%	31%
Male	17	775	736	733	*	*	*	77%	*	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	31	773	742	738	*	*	*	84%	*	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	31	773	738	735	*	*	*	84%	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
6	*	*
7	*	*
8	*	*

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. The table also shows 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
1	19	78.9%	21.1%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N





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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

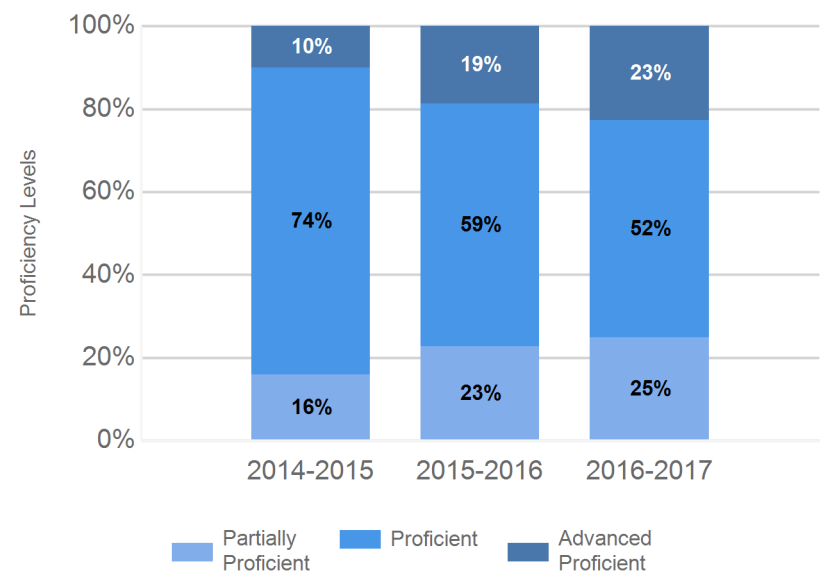
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	23%	52%	25%
White	*	*	13%
Hispanic	15%	53%	32%
Black or African American	16%	38%	47%
Asian, Native Hawaiian, or Pacific Islander	35%	58%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	14%	55%	31%
Students with Disabilities	4%	25%	71%
English Learners	N	43%	57%

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	53	50	Met Target	48	52	50	Met Target
White	50	54	50	Met Target	48	56	52	Met Target
Hispanic	50.5	50	49	Met Target	48	50	47	Met Target
Black or African American	45	45	45	Met Target	51	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	60	60	Exceeds Target	45	54	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	51	51	47	Met Target	52.5	52	46	Met Target
Students with Disabilities	42	*	41	Met Target	39	39	43	Not Met
English Learners	57	56.5	53	Met Target	51.5	49.5	51	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

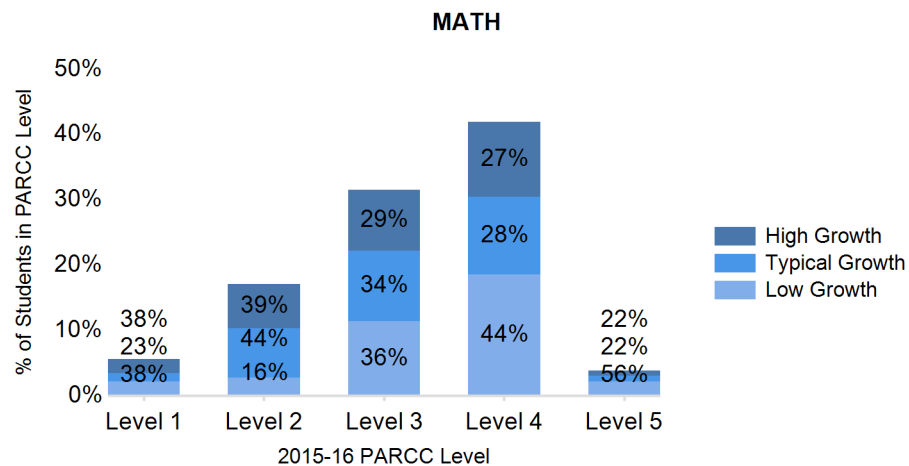
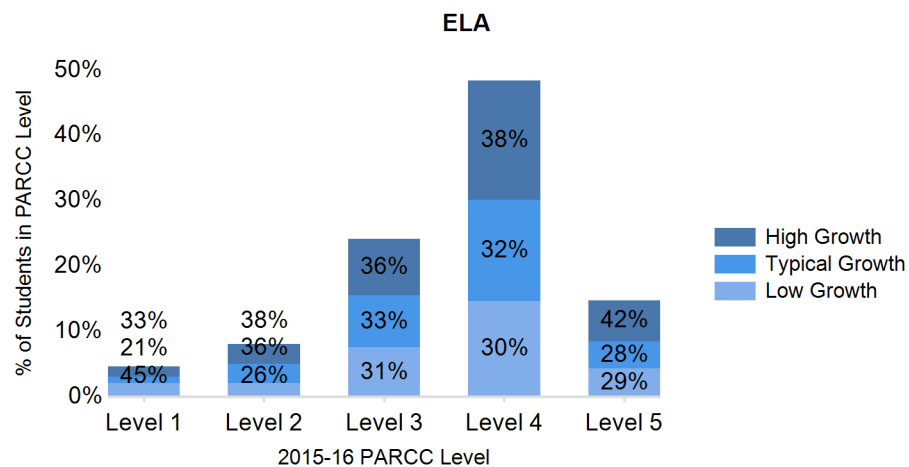
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

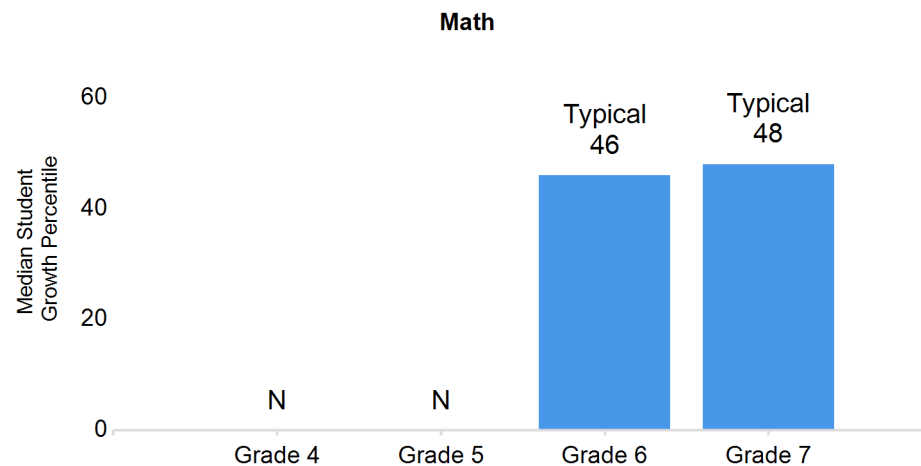
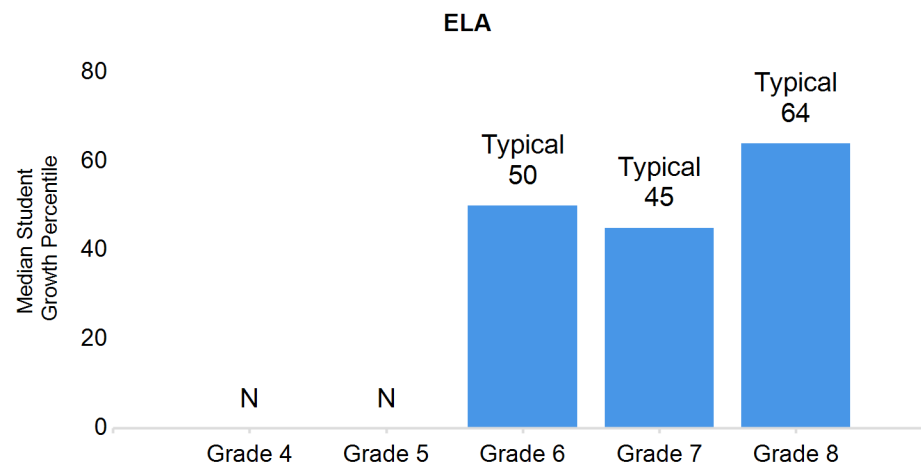
### Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



### Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	254
7	24	0	260
8	61	31	178
Schoolwide	85	31	692

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	158	0	0	0	0	0	0
7	161	163	0	0	0	0	0
8	112	59	0	0	0	0	0
Schoolwide	431	222	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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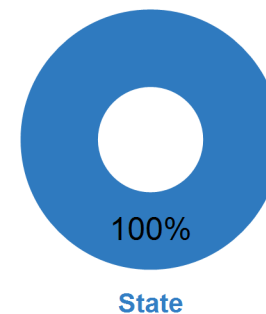
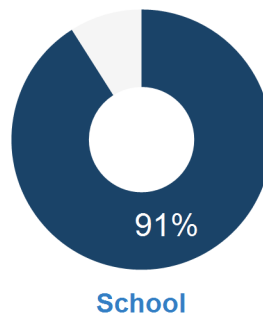
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## Visual and Performing Arts – Course Participation

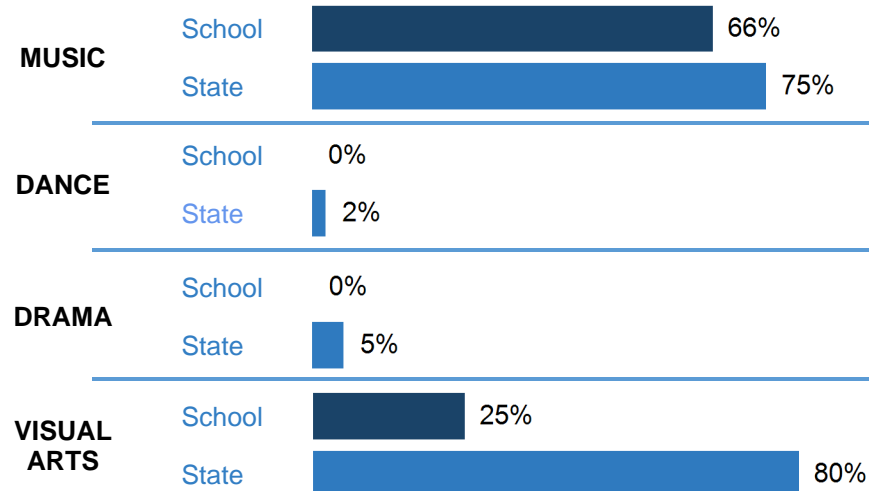
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

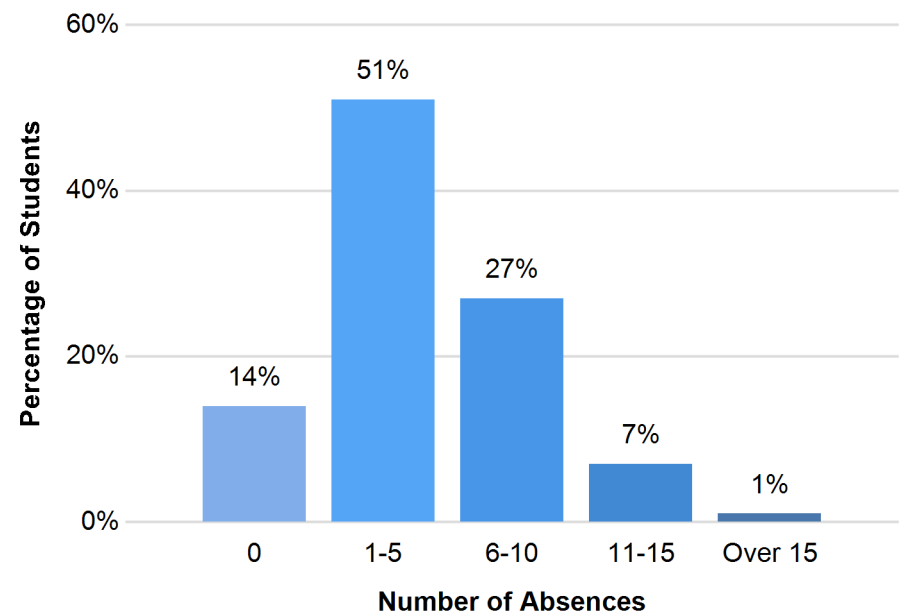
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.10	8.70	Met Target
White	5.60	8.70	Met Target
Hispanic	0.70	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.60	8.70	Met Target
Students with Disabilities	6.70	8.70	Met Target
English Learners	2.50	8.70	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



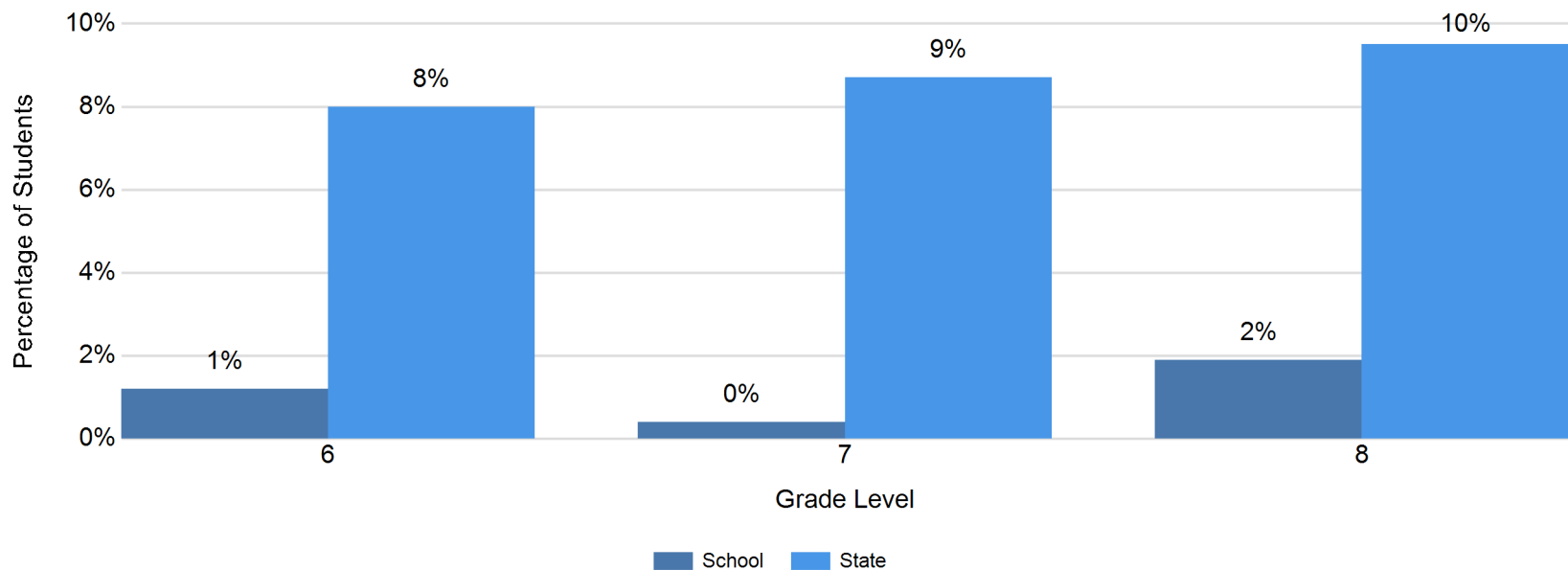


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 8 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.25

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.9%
Out-of-School Suspensions	1.9%
Any Suspension	8.7%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.3:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	68	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	79%	74%

### 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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	401:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	66.5	17.5%
Mathematics Proficiency	46.2	17.5%
English Language Arts Growth	58.9	25.0%
Mathematics Growth	44.0	25.0%
Chronic Absenteeism	97.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		60.0
<b>Summative Rating:</b> Percentile rank of Summative Score		65.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	60.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	45.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	68.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	76.1	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	39.2	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	76.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	46.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
English Learners	67.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Biggins	<b>Email Address:</b>	<a href="mailto:sbiggins@bergenfield.org">sbiggins@bergenfield.org</a>
<b>Address:</b>	130 S WASHINGTON AVE BERGENFIELD, NJ 07621-2902	<b>Website:</b>	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
<b>Phone:</b>	(201)385-8847	<b>Facebook:</b>	<a href="http://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		<b>Twitter:</b>	<a href="http://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Building Goal #1: Increase academic growth for all students.</li> <li>• Building Goal # 2: Develop respectful, responsible students through positive behavior, climate, and school spirit.</li> <li>• Building Goal # 3: Maximize technology usage to support instruction and two-way communication within the community.</li> </ul>
 <b>Mission, Vision, Theme:</b>	To bridge the gap between elementary and high school, it is the mission of Roy W. Brown Middle School, together with the community, to develop self-directed, lifelong learners who display citizenship and leadership in a safe and nurturing environment.
 <b>Awards, Recognition, Accomplishments:</b>	Participation in the Scripps National Spelling Bee, AMC 8 Math Contest, Solved by Girls Math Competition, National Geographic Bee, Bergen County Band and Choir, Junior Region Choir, NJSMA Region I Elementary Honors Orchestra, NJSMA Junior High School Orchestra, Teen Arts Festival & World Language Poetry Contest.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our comprehensive curriculum is aligned to the New Jersey Student Learning Standards. Courses in Language Arts, Mathematics, Science, Social Studies and Health/Physical Education are designed to reinforce mastery of basic skills, stimulate problem solving and critical thinking skills, and enhance self-concept. Advanced level courses are offered in both Language Arts and Mathematics. Enrichment courses are available in world language, music, art and technology.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>Participation in Interscholastic Sports are offered to Boys and Girls Soccer, Girls Volleyball, Boys and Girls Basketball, Wrestling, Girls Softball, Track and Field.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Art &amp; Mural Club, Bears Club, Chess Club, Coding Club, Jazz Club, League of Representatives, Multicultural Club, National Junior Honor Society, Newspaper Club, Safety Zone Club, Theatre Club, Yearbook Club</p>
 <p><b>Before and After School Programs:</b></p>	<p>Extended Academic Day Programs are offered daily, including Homework Clinic, Peer Tutoring and Supplemental Educational Services</p>







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 <b>Staff and Professional Learning:</b>	<p>Continued professional growth of all certified personnel log a minimum of 20 hours of professional development per year. All personnel are encouraged to maintain active membership in professional organizations and to attend and participate in their meetings. Teachers also participate in local in-service training, professional meetings, and staff development programs.</p>
 <b>Student Supports and Services:</b>	<p>Our Guidance Department and Child Study Team assist students in maximizing their full potential. Each counselor is specially trained to assist students and their parents/guardians in educational and career planning. They are also available to help each student with individual social and emotional development. It is the aim of each counselor to help each student make the most of his/her opportunities, to know themselves better, to develop positive self images.</p>
 <b>Student Health and Wellness:</b>	<p>The Physical Education &amp; Health curriculum challenges students with lifelong fitness activities, individual and team sports, and cooperative games to develop self-esteem, fitness, and cooperative play. The Physical Best Fitnessgram Health Assessment is administered to evaluate the fitness level and growth of students.</p>
 <b>Parent and Community Involvement:</b>	<p>Our Parent's Association meets on the first Wednesday of every month at 7:30 PM in the school auditorium. Social events are planned, such as Games Nights, March Madness and our 8th Grade Dinner Dance. The PA also partner's with our PE/Health Department for other initiatives including Field Day, our Annual Breast Cancer Awareness Walk and Cardio Challenge.</p>






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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	47	45	41
1	46	45	48
2	66	44	49
3	63	66	47
4	46	63	66
5	38	48	60
Ungraded	0	1	1
Total	306	312	312

### 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	2014-15	2015-16	2016-17
Female	49%	52%	53%
Male	51%	48%	47%
Economically Disadvantaged Students	39%	36%	39%
Students with Disabilities	9%	10%	12%
English Learners	6%	9%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	47.1%
Asian	30.4%
White	14.7%
Black or African American	4.8%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	2.2%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	47	45	41

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	46.8%
Spanish	30.4%
Tagalog	6.7%
Malayalam	3.2%
Filipino	2.9%
Other	9.7%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	176	100.0	68.80	65.60	54.90	68.8	62.8	Met Target
White	27	100.0	74.10	*	63.90	74.1	49.2	Met Target
Hispanic	82	100.0	61.00	58.20	39.80	61	56.4	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	56	100.0	78.60	79.30	80.70	78.6	75.2	Met Target
American Indian or Alaska Native	N	N	N	66.70	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	94	100.0	70.20	73.10	62.20	70.2		
Male	82	100.0	67.10	58.60	48.10	67.1		
Economically Disadvantaged Students	71	100.0	56.40	54.60	36.20	56.4	54	Met Target
Non-Economically Disadvantaged Students	105	100.0	77.20	72.20	65.80	77.2		
Students with Disabilities	27	100.0	33.30	*	20.50	33.3	26.6	Met Target
Students without Disabilities	149	100.0	75.20	*	61.90	75.2		
English Learners	25	100.0	40.00	*	25.20	40	N	N
Non-English Learners	151	100.0	73.50	*	57.40	73.5		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	49	769	771	749	*	*	*	49%	20%	69%	50%
White	10	782	779	759	0%	*	0%	*	*	90%	61%
Hispanic	24	759	766	734	*	*	*	50%	*	63%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	779	*	775	*	0%	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	27	767	774	754	*	*	*	44%	*	63%	55%
Male	22	772	768	745	*	*	*	55%	*	77%	46%
Economically Disadvantaged Students	22	761	*	731	*	*	*	50%	*	64%	31%
Non-Economically Disadvantaged Students	27	776	*	762	*	*	*	48%	*	74%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	69	757	757	753	*	*	20%	51%	*	64%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	31	743	750	740	*	*	*	52%	*	55%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	23	769	773	777	0%	*	*	52%	*	74%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	39	762	765	758	*	*	*	51%	*	69%	61%
Male	30	750	747	749	*	*	*	50%	*	57%	51%
Economically Disadvantaged Students	27	744	*	737	*	*	*	44%	*	48%	36%
Non-Economically Disadvantaged Students	42	765	*	764	*	*	*	55%	*	74%	69%
Students with Disabilities	11	707	711	725	*	*	*	*	*	*	25%
Students without Disabilities	58	766	766	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	757	757	755	*	*	20%	51%	*	64%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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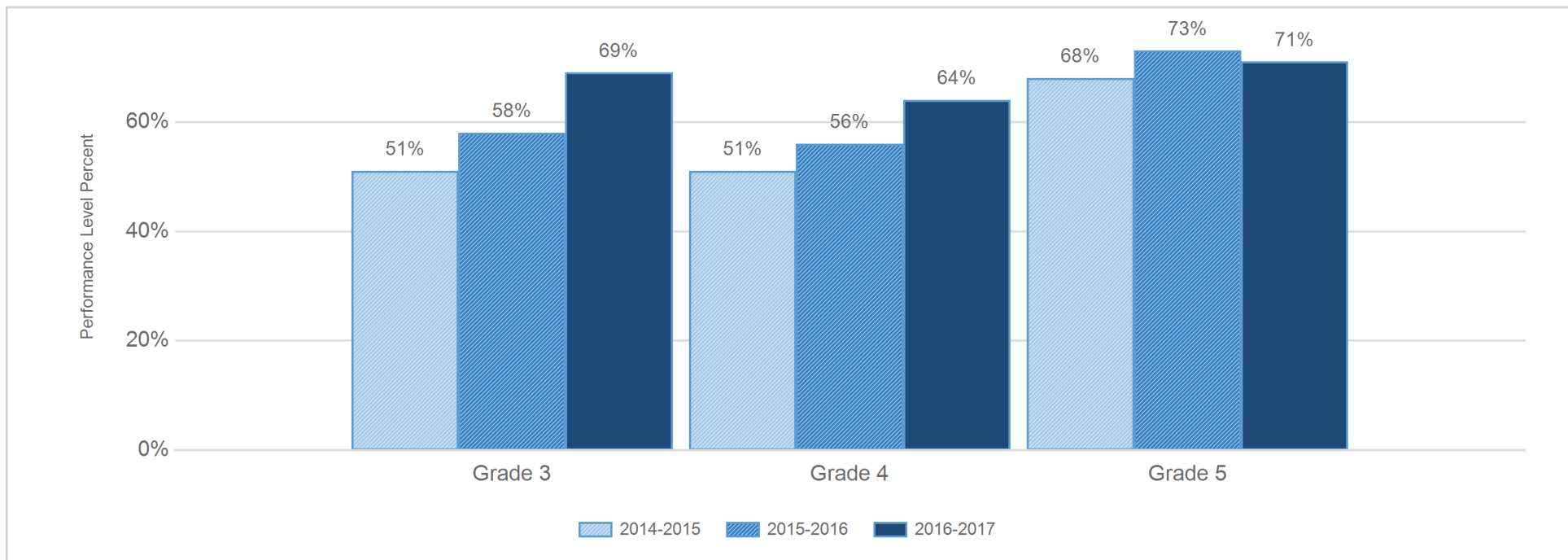
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	63	767	768	756	*	*	19%	56%	16%	71%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	27	760	762	743	*	*	*	59%	*	67%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	23	778	779	779	*	*	*	57%	*	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	31	773	774	761	*	*	*	52%	*	74%	66%
Male	32	761	762	750	*	*	*	59%	*	69%	53%
Economically Disadvantaged Students	23	761	759	740	*	*	*	48%	*	61%	40%
Non-Economically Disadvantaged Students	40	771	772	765	*	*	*	60%	*	78%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	175	99.5	63.50	50.30	43.50	63.5	63	Met Target
White	27	100.0	66.60	*	52.40	66.6	53.8	Met Target
Hispanic	81	98.8	50.60	41.20	27.60	50.6	52.5	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	56	100.0	78.60	68.90	75.60	78.6	80	Met Target†
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	93	99.0	66.70	53.10	44.10	66.7		
Male	82	100.0	59.70	47.70	42.90	59.7		
Economically Disadvantaged Students	70	98.6	52.80	39.00	25.10	52.8	53.3	Met Target†
Non-Economically Disadvantaged Students	105	100.0	70.50	57.30	54.30	70.5		
Students with Disabilities	27	100.0	33.30	*	16.50	33.3	26.6	Met Target
Students without Disabilities	148	99.4	68.90	*	48.80	68.9		
English Learners	25	100.0	44.00	36.70	23.30	44	N	N
Non-English Learners	150	99.4	66.70	51.70	45.20	66.7		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	49	777	774	751	0%	*	*	45%	35%	80%	53%
White	10	796	788	759	0%	0%	0%	*	*	100%	63%
Hispanic	23	766	766	738	0%	*	*	*	*	70%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	783	*	779	0%	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	26	773	772	751	0%	*	*	39%	*	73%	52%
Male	23	781	775	751	0%	*	*	52%	*	87%	53%
Economically Disadvantaged Students	22	770	765	736	0%	*	*	*	*	68%	34%
Non-Economically Disadvantaged Students	27	783	778	761	0%	*	*	*	*	89%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	69	759	754	747	*	*	23%	51%	*	62%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	31	743	745	734	*	*	*	36%	*	42%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	23	773	772	774	0%	*	*	70%	*	87%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	39	761	758	747	*	*	*	54%	*	67%	47%
Male	30	757	750	747	*	*	*	47%	*	57%	48%
Economically Disadvantaged Students	27	750	*	732	*	*	*	44%	*	52%	27%
Non-Economically Disadvantaged Students	42	766	*	757	*	*	*	55%	*	69%	61%
Students with Disabilities	11	718	712	724	*	*	*	*	*	18%	22%
Students without Disabilities	58	767	762	751	*	*	*	*	*	71%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	69	759	756	749	*	*	23%	51%	*	62%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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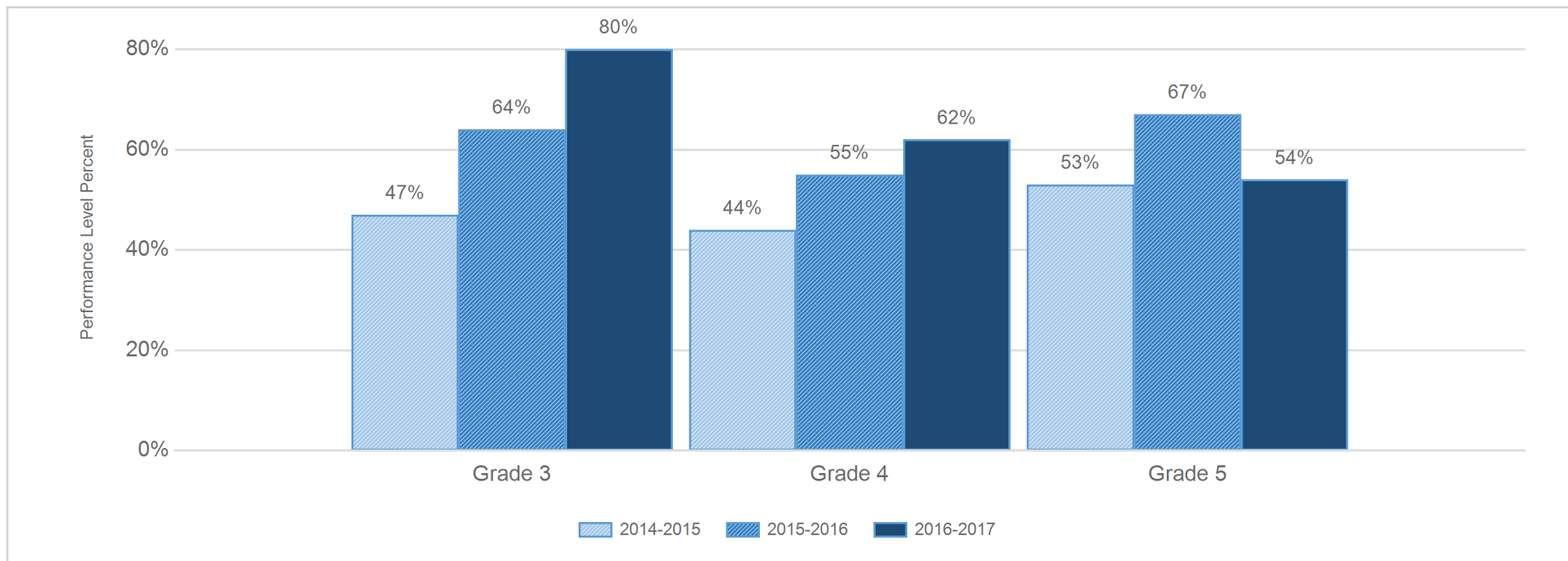
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	63	755	754	747	*	*	30%	40%	*	54%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	27	746	746	735	*	*	*	37%	*	44%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	23	768	769	774	*	*	*	*	*	70%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	31	761	755	747	*	*	*	39%	*	61%	47%
Male	32	748	753	746	*	*	*	41%	*	47%	46%
Economically Disadvantaged Students	23	741	745	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	40	762	759	756	*	*	*	*	*	60%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	14	85.7%	14.3%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

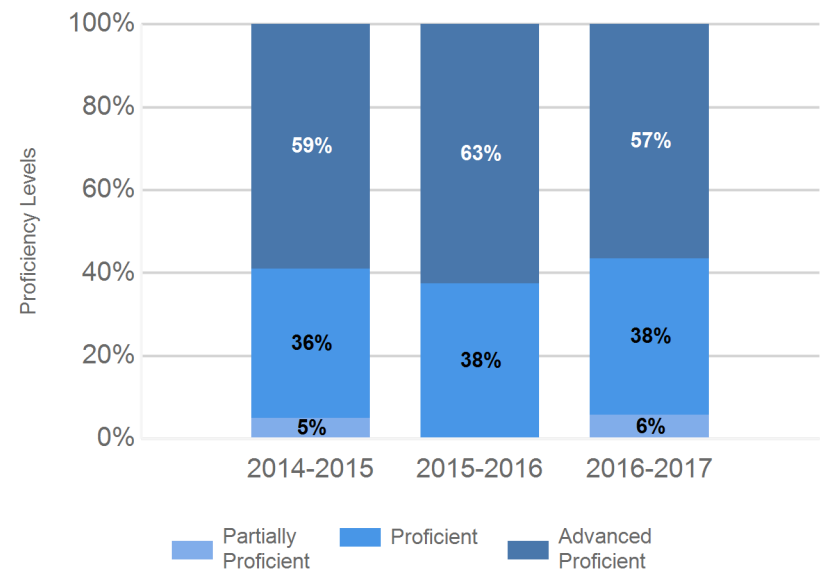
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	57%	38%	6%
White	*	*	N
Hispanic	48%	39%	13%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	61%	39%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	41%	48%	10%
Students with Disabilities	*	*	*
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	53	50	Met Target	65.5	52	50	Exceeds Target
White	64.5	54	50	**	64	56	52	**
Hispanic	48	50	49	Met Target	61	50	47	Exceeds Target
Black or African American	*	45	45	**	*	51	43	**
Asian, Native Hawaiian, or Pacific Islander	68.5	60	60	Exceeds Target	75	54	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	51	47	Met Target	57	52	46	Met Target
Students with Disabilities	38.5	*	41	**	62	39	43	**
English Learners	39	56.5	53	**	63.5	49.5	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

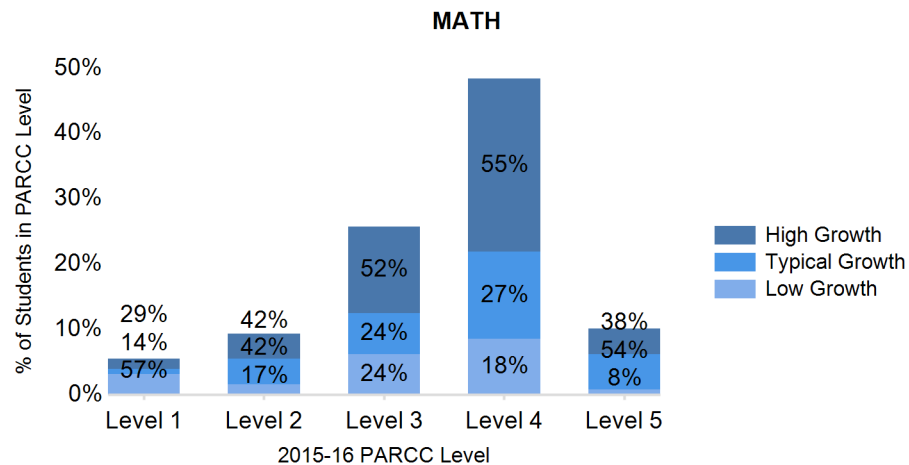
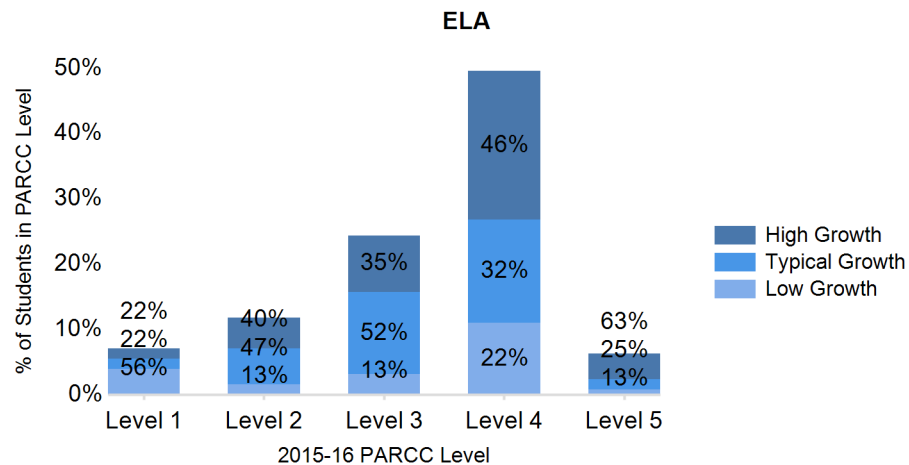
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

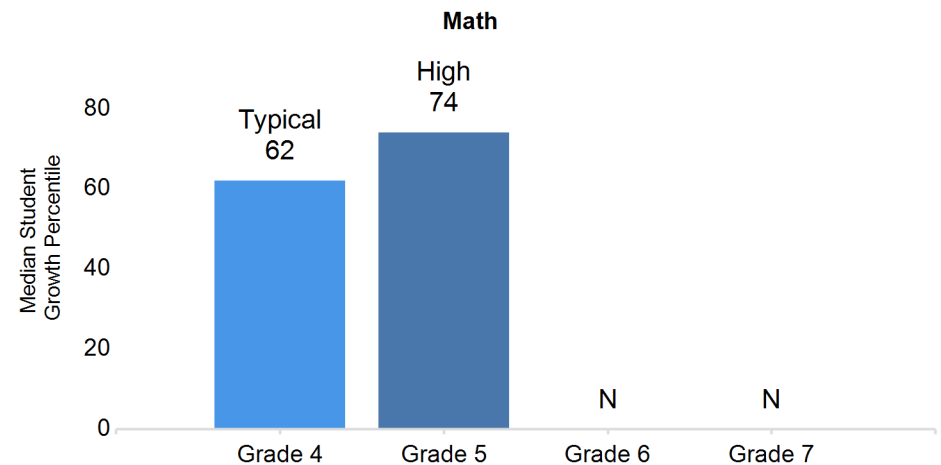
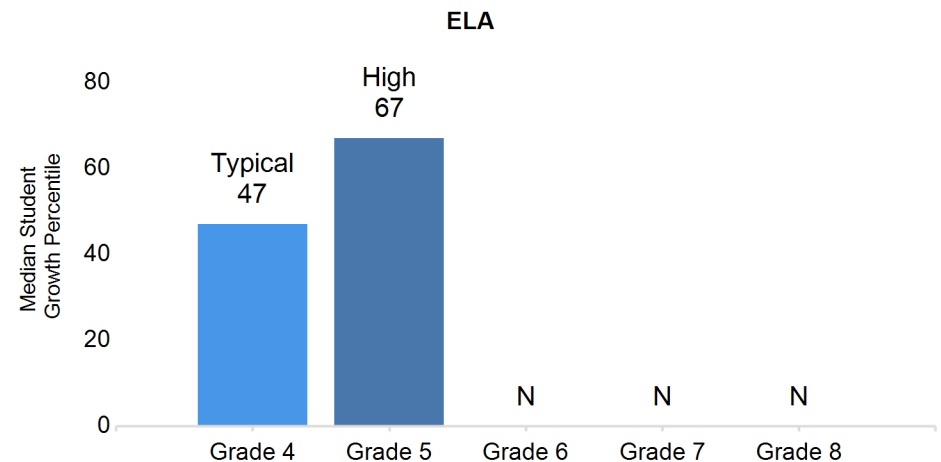
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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







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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

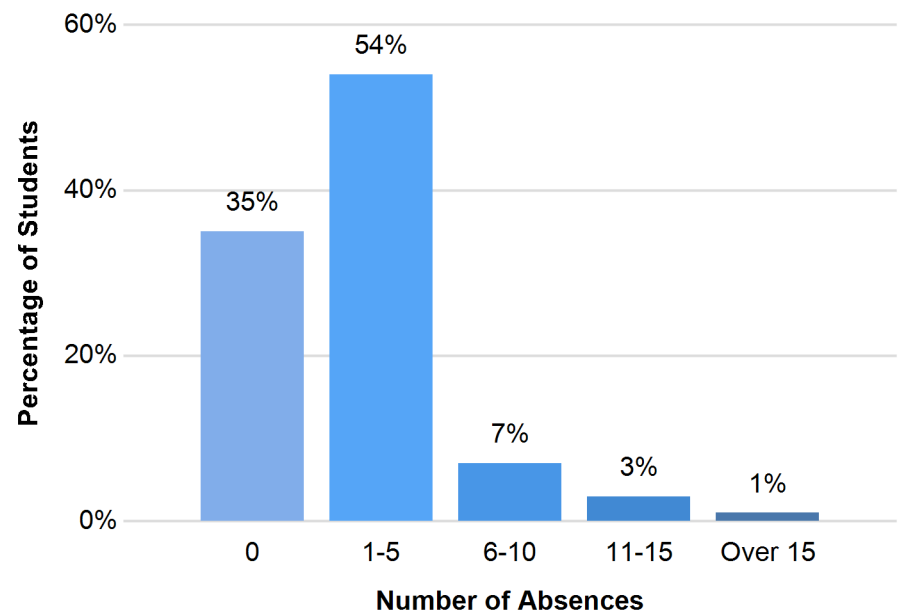
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.30	8.40	Met Target
White	0	8.40	Met Target
Hispanic	2.00	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.30	8.40	Met Target
Students with Disabilities	0	8.40	Met Target
English Learners	0	8.40	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

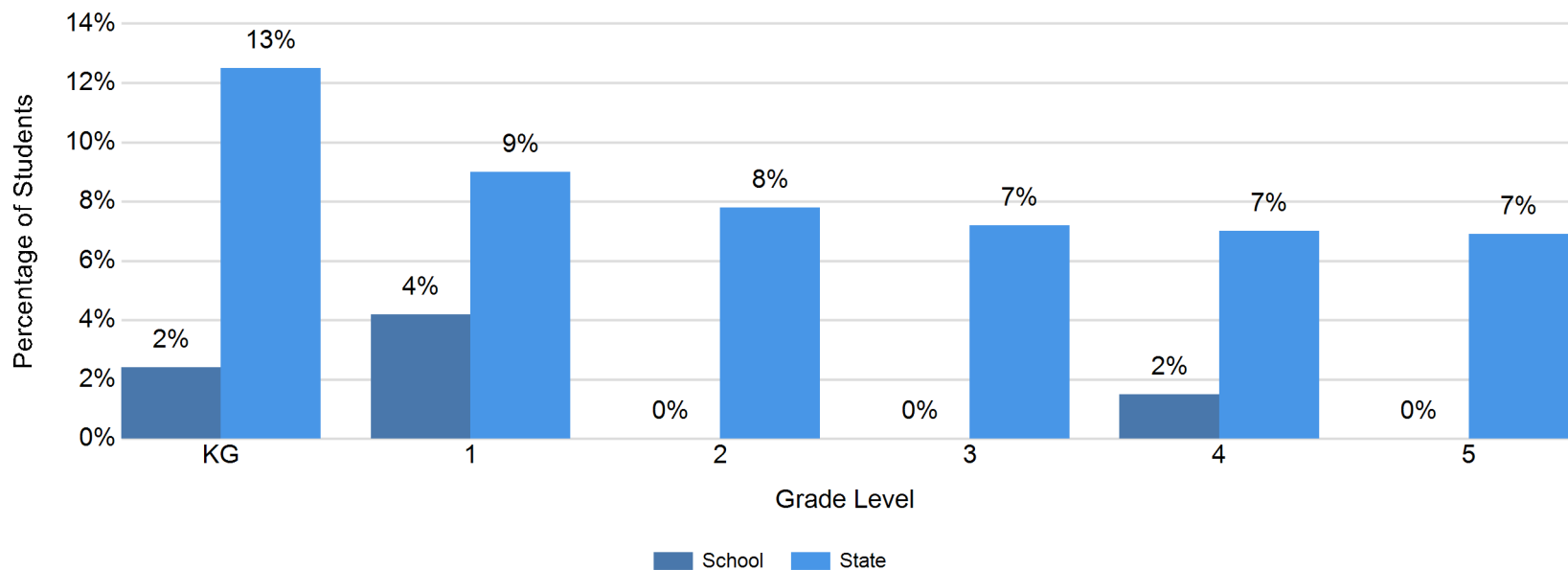
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.3:1	571.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$458	\$14,996	\$15,454



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	25	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	80%	74%

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	18	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	312:1	199:1
Librarian/Media Specialists		1794:1
Nurses		512:1
Counselors		399:1
Child Study Team		256:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	74%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	70.9	17.5%
Mathematics Proficiency	77.8	17.5%
English Language Arts Growth	77.9	25.0%
Mathematics Growth	89.7	25.0%
Chronic Absenteeism	98.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		82.8
<b>Summative Rating:</b> Percentile rank of Summative Score		93.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	82.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	**	**	No	Met Target	Met Target	Met Target	**	**	No
Hispanic	78.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	68.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	89.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





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**School General Info**

<b>Principal:</b>	Mr. Lawrence	<b>Email Address:</b>	<a href="mailto:tlawrence@bergenfield.org">tlawrence@bergenfield.org</a>
<b>Address:</b>	49 S SUMMIT STREET BERGENFIELD, NJ 07621	<b>Website:</b>	<a href="http://www.bergenfield.org">www.bergenfield.org</a>
<b>Phone:</b>	(201)385-8771	<b>Facebook:</b>	<a href="http://www.facebook.com/bergenfieldsd">www.facebook.com/bergenfieldsd</a>
		<b>Twitter:</b>	<a href="http://www.twitter.com/bergenfieldsd">www.twitter.com/bergenfieldsd</a>




**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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Balanced Literacy, Every Day Math, FOSS Science, and Social Studies.</li> <li>• Every classroom is equipped with a SMART board, and students have access to Chromebooks and laptops.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>All students are given an opportunity to grow to their fullest potential intellectually, socially, and physically, in order to become successful citizens of tomorrow. Students are encouraged to develop positive self-esteem, respect for themselves, and respect for others in understanding diverse cultures. We will accomplish this task by engaging students in rigorous standards-aligned learning experiences.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Student recognition programs: Million Word Club, 25,000 Word Club, and Citizen of the Month. Student art awards: Drug Free New Jersey, Crayola's Creative Leadership, Fair Housing, and AENJ awards.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Every Day Math (including the technology portion of the textbook), Fountas and Pinnell Running Records, Reader's and Writer's Workshop, Study Island, Accelerated Reader &amp; Math, Math Facts In a Flash, English in a Flash, FOSS Science kits, Reading and Vocabulary A-Z, Studies Weekly for Social Studies. HomeworkNow.com enables daily homework is updated so that parents can keep up to date with assignments.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Choir for grades 4&amp;5, Band for grades 4&amp;5, Accelerated Learning Program for students in grades 4&amp;5, Safety Patrol for grades 4&amp;5, buddy reading program k-5</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Breakfast program, Big Brothers Big Sisters for grades 1-5 after school program, School Age Child Care Center runs before and after school care in the school facility, Academic Extended Day, English Language Learners Extended Day, and PARCC Prep program</p>







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 <b>Staff and Professional Learning:</b>	<p>Faculty engage in differentiated professional development through the online platform, eduplanet21.com. Elementary teachers worked with an external consultant for mathematics. The district provides a year-long New Teachers Academy. Teachers receive daily common planning time. All administrators and faculty received professional development to support English Learners. All faculty and volunteers receive the state mandated trainings.</p>
 <b>Student Supports and Services:</b>	<p>Bilingual and English Language Learners - supports and services, Students with disabilities - supports and services, 504 plans - supports and services, Basic Skills Interventions and Concentrated Literacy for struggling readers, Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and counseling services for students as needed.</p>
 <b>Student Health and Wellness:</b>	<p>Students have the opportunity to participate in a breakfast program. Students engage in physical education and recess for physical activity during the day. The school nurse provides instruction on hygiene, nutrition, and general health.</p>
 <b>Parent and Community Involvement:</b>	<p>Washington School Parents' Association provides support for programs like field day, multicultural day, Dr. Seuss day, field trips, and family nights. Parents have access to their student's progress in the Renaissance Learning software used for benchmark assessment.</p>



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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.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The oldest part of the Washington School building was built in 1906 with extentions added in 1916 and the 1930s. The latest renovation took place in 2014 when two storage rooms were combined into one and a new classroom. The building does not have air conditioning.</p>
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Washington Elementary School  
2016-2017  
Grade Span KG-05

03-0300-080  
BERGEN  
BERGENFIELD BORO  
49 S SUMMIT STREET  
BERGENFIELD, NJ 07621

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.

<div><div>Other Information:</div></div>	<p>The district participates in the Interdistrict Public School Choice Program.</p>
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