



**Bergen Arts and Sciences Charter School
2016-2017**


Grade Span KG-12

**80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026**

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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	80	78	98
1	80	79	98
2	80	80	98
3	80	80	99
4	80	79	93
5	80	80	86
6	80	80	84
7	79	80	83
8	80	79	84
9	65	80	86
10	66	62	78
11	56	59	63
12	53	53	59
Ungraded	0	0	0
Total	959	969	1109

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	53%	52%	53%
Male	47%	48%	47%
Economically Disadvantaged Students	55%	49%	50%
Students with Disabilities	4%	4%	5%
English Learners	3%	4%	4%
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	43.7%
White	35.5%
Black or African American	11.3%
Asian	8.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.0%

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	79	78	98

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	1109
Shared Time Students	0
Full Time Equivalent	1109

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	56.7%
Spanish	15.4%
Turkish	9.2%
Polish	6.4%
Albanian	4.2%
<i>Other</i>	8.3%



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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	558	99.3	61.70	61.70	54.90	61.7	69.3	Not Met
White	199	100.0	68.40	68.40	63.90	68.4	73	Met Target†
Hispanic	238	98.4	56.30	56.30	39.80	56.3	67.4	Not Met
Black or African American	70	100.0	54.30	54.30	35.20	54.3	56.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	100.0	71.40	71.40	80.70	71.4	79.6	Met Target†
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	289	99.2	66.10	66.10	62.20	66.1		
Male	269	99.4	56.80	56.80	48.10	56.8		
Economically Disadvantaged Students	264	98.5	54.50	54.50	36.20	54.5	57.6	Met Target†
Non-Economically Disadvantaged Students	294	100.0	68.00	68.00	65.80	68		
Students with Disabilities	31	97.2	12.90	12.90	20.50	12.9	11.3	Met Target
Students without Disabilities	527	99.4	64.50	64.50	61.90	64.5		
English Learners	16	100.0	12.50	12.50	25.20	12.5	N	N
Non-English Learners	542	99.3	63.10	63.10	57.40	63.1		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	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	99	765	765	749	*	*	22%	56%	11%	67%	50%
White	40	766	766	759	0%	*	25%	58%	*	68%	61%
Hispanic	41	765	765	734	*	*	*	61%	*	71%	35%
Black or African American	12	751	751	731	0%	*	*	*	*	42%	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	54	775	775	754	*	*	20%	59%	*	74%	55%
Male	45	754	754	745	*	*	24%	51%	*	58%	46%
Economically Disadvantaged Students	37	763	763	731	*	*	*	57%	*	68%	31%
Non-Economically Disadvantaged Students	62	767	767	762	*	*	*	55%	*	66%	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	93	747	747	753	12%	18%	24%	33%	13%	46%	56%
White	38	751	751	762	*	*	32%	42%	*	53%	67%
Hispanic	36	737	737	740	*	28%	*	*	*	33%	40%
Black or African American	11	749	749	737	*	*	*	*	*	46%	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	48	750	750	758	*	*	*	33%	*	52%	61%
Male	45	745	745	749	*	*	*	33%	*	40%	51%
Economically Disadvantaged Students	43	734	734	737	*	*	26%	*	*	30%	36%
Non-Economically Disadvantaged Students	50	759	759	764	*	*	22%	*	*	60%	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	87	762	762	756	*	*	25%	47%	17%	64%	59%
White	21	769	769	763	*	*	*	52%	*	71%	69%
Hispanic	42	758	758	743	*	*	24%	48%	*	62%	44%
Black or African American	12	744	744	740	*	0%	*	*	0%	42%	39%
Asian, Native Hawaiian, or Pacific Islander	12	784	784	779	0%	0%	*	*	*	83%	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	50	767	767	761	*	*	*	42%	*	64%	66%
Male	37	757	757	750	*	*	*	54%	*	65%	53%
Economically Disadvantaged Students	48	754	754	740	*	*	*	38%	*	54%	40%
Non-Economically Disadvantaged Students	39	773	773	765	*	*	*	59%	*	77%	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 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
Schoolwide	82	757	757	752	*	*	26%	45%	16%	61%	54%
White	31	762	762	758	0%	*	*	52%	*	71%	63%
Hispanic	35	747	747	740	*	*	34%	34%	*	43%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	41	758	758	758	*	*	*	37%	*	56%	61%
Male	41	756	756	746	*	*	*	54%	*	66%	46%
Economically Disadvantaged Students	35	750	750	737	*	*	*	34%	*	46%	34%
Non-Economically Disadvantaged Students	47	763	763	761	*	*	*	53%	*	72%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	82	757	757	753	*	*	26%	45%	16%	61%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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	82	764	764	756	*	*	31%	34%	26%	60%	59%
White	23	778	778	764	0%	0%	*	*	44%	83%	69%
Hispanic	37	754	754	742	0%	*	27%	43%	*	54%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	780	780	784	0%	0%	*	0%	*	50%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	45	767	767	764	*	*	27%	31%	*	62%	68%
Male	37	760	760	749	*	*	35%	38%	*	57%	51%
Economically Disadvantaged Students	44	757	757	739	0%	*	27%	39%	*	55%	40%
Non-Economically Disadvantaged Students	38	773	773	766	0%	*	34%	29%	*	66%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	82	764	764	758	*	*	31%	34%	26%	60%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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
Schoolwide	83	775	775	757	*	*	22%	46%	28%	74%	59%
White	28	776	776	764	0%	*	*	54%	*	79%	68%
Hispanic	34	771	771	742	*	*	29%	35%	*	62%	44%
Black or African American	12	769	769	738	0%	0%	*	*	*	75%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	37	782	782	766	*	*	*	49%	35%	84%	68%
Male	46	770	770	749	*	*	*	44%	22%	65%	50%
Economically Disadvantaged Students	42	765	765	739	*	*	*	41%	*	62%	40%
Non-Economically Disadvantaged Students	41	787	787	766	*	*	*	51%	*	85%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	83	775	775	759	*	*	22%	46%	28%	74%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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 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
Schoolwide	86	755	755	749	0%	*	33%	48%	*	57%	52%
White	28	762	762	757	0%	*	*	57%	*	71%	62%
Hispanic	44	752	752	733	0%	*	34%	48%	*	55%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	47	759	759	756	0%	*	30%	47%	*	60%	60%
Male	39	751	751	741	0%	*	36%	49%	*	54%	43%
Economically Disadvantaged Students	40	751	751	731	0%	*	45%	45%	*	48%	32%
Non-Economically Disadvantaged Students	46	759	759	758	0%	*	22%	50%	*	65%	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	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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2016-2017**

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Grade Span KG-12

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
Schoolwide	78	750	750	743	*	*	26%	42%	*	53%	46%
White	21	759	759	749	*	*	*	57%	*	67%	52%
Hispanic	38	744	744	728	*	*	29%	37%	*	45%	34%
Black or African American	13	737	737	725	*	*	*	*	0%	46%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	41	757	757	752	*	*	*	49%	*	61%	54%
Male	37	742	742	734	*	*	*	35%	*	43%	39%
Economically Disadvantaged Students	47	752	752	726	*	*	*	43%	*	55%	32%
Non-Economically Disadvantaged Students	31	746	746	751	*	*	*	42%	*	48%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	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	*	*	*	694	*	*	*	*	*	*	*



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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
Schoolwide	46	746	746	736	*	*	24%	52%	*	54%	38%
White	17	744	744	738	*	*	*	*	*	59%	40%
Hispanic	18	749	749	731	*	*	*	56%	0%	56%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	26	762	762	744	*	*	*	*	*	77%	46%
Male	20	725	725	729	*	*	*	*	*	25%	31%
Economically Disadvantaged Students	30	744	744	729	*	*	*	*	*	53%	32%
Non-Economically Disadvantaged Students	16	748	748	740	*	*	*	*	*	56%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	46	746	746	737	*	*	24%	52%	*	54%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	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.

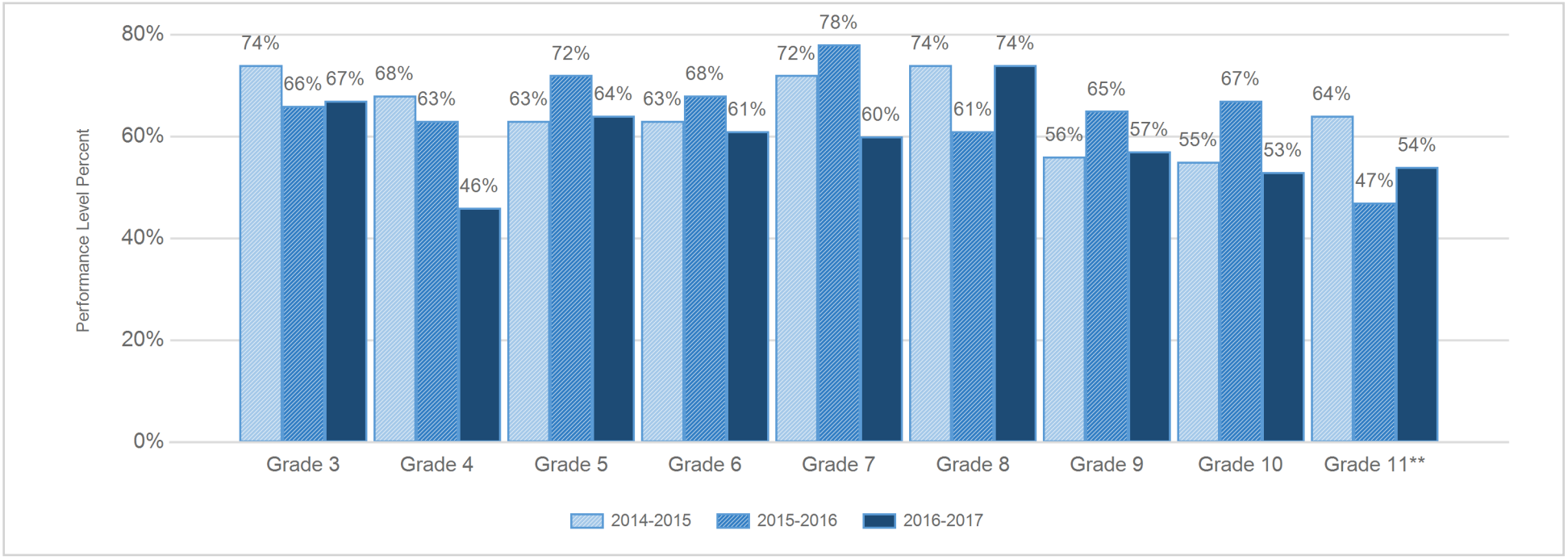


**Bergen Arts and Sciences Charter School
2016-2017
Grade Span KG-12**

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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 PARCC/ELSA exam and their performance may not be reflected in the results.



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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	538	99.4	53.70	53.70	43.50	53.7	54.8	Met Target†
White	194	100.0	61.80	61.80	52.40	61.8	62.1	Met Target†
Hispanic	228	98.7	46.40	46.40	27.60	46.4	46.7	Met Target†
Black or African American	68	100.0	38.20	38.20	21.70	38.2	40.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	100.0	79.50	79.50	75.60	79.5	79.5	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	281	99.4	52.30	52.30	44.10	52.3		
Male	257	99.4	55.20	55.20	42.90	55.2		
Economically Disadvantaged Students	253	98.8	39.90	39.90	25.10	39.9	38.7	Met Target
Non-Economically Disadvantaged Students	285	100.0	66.00	66.00	54.30	66		
Students with Disabilities	30	97.1	10.00	10.00	16.50	10	N	N
Students without Disabilities	508	99.5	56.30	56.30	48.80	56.3		
English Learners	15	100.0	26.70	26.70	23.30	26.7	N	N
Non-English Learners	523	99.4	54.50	54.50	45.20	54.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	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.



**Bergen Arts and Sciences Charter School
2016-2017**

80-6013-900
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GARFIELD, NJ 07026

Grade Span KG-12

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	99	769	769	751	*	*	18%	60%	17%	77%	53%
White	40	770	770	759	0%	0%	*	68%	*	85%	63%
Hispanic	41	770	770	738	0%	*	*	56%	*	76%	37%
Black or African American	12	754	754	733	0%	*	*	*	*	50%	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	54	772	772	751	0%	*	*	59%	*	80%	52%
Male	45	764	764	751	0%	*	*	60%	*	73%	53%
Economically Disadvantaged Students	37	763	763	736	*	*	*	51%	*	68%	34%
Non-Economically Disadvantaged Students	62	772	772	761	*	*	*	65%	*	82%	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%



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

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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	93	746	746	747	*	28%	25%	41%	*	44%	47%
White	38	750	750	755	0%	*	29%	47%	*	50%	59%
Hispanic	36	737	737	734	*	36%	*	33%	0%	33%	30%
Black or African American	11	735	735	729	0%	*	*	*	0%	36%	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	48	742	742	747	*	31%	*	46%	*	48%	47%
Male	45	749	749	747	*	24%	*	36%	*	40%	48%
Economically Disadvantaged Students	43	732	732	732	*	*	*	30%	*	30%	27%
Non-Economically Disadvantaged Students	50	757	757	757	*	*	*	50%	*	56%	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%



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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	86	758	758	747	*	*	24%	41%	19%	59%	46%
White	21	768	768	754	0%	*	*	*	*	71%	57%
Hispanic	41	748	748	735	*	*	34%	39%	*	46%	30%
Black or African American	12	741	741	729	0%	*	*	*	0%	42%	22%
Asian, Native Hawaiian, or Pacific Islander	12	797	797	774	0%	0%	0%	*	*	100%	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	50	761	761	747	*	*	*	40%	*	58%	47%
Male	36	755	755	746	*	*	*	42%	*	61%	46%
Economically Disadvantaged Students	47	748	748	732	*	*	*	34%	*	45%	27%
Non-Economically Disadvantaged Students	39	771	771	756	*	*	*	49%	*	77%	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%



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2016-2017**

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Grade Span KG-12

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	82	750	750	743	*	17%	26%	51%	*	56%	44%
White	31	757	757	751	0%	*	*	58%	*	68%	54%
Hispanic	35	740	740	731	*	*	31%	40%	0%	40%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	41	747	747	745	*	*	*	42%	*	49%	45%
Male	41	753	753	742	*	*	*	61%	*	63%	43%
Economically Disadvantaged Students	35	743	743	728	*	*	*	31%	*	40%	24%
Non-Economically Disadvantaged Students	47	755	755	752	*	*	*	66%	*	68%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	82	750	750	745	*	17%	26%	51%	*	56%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	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.



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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
Schoolwide	82	751	751	741	*	*	39%	40%	*	50%	40%
White	23	761	761	748	0%	0%	*	44%	*	65%	49%
Hispanic	37	743	743	730	*	*	49%	38%	0%	38%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	768	768	764	0%	*	*	*	*	75%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	45	748	748	743	*	*	*	31%	*	40%	41%
Male	37	755	755	740	*	*	*	51%	*	62%	38%
Economically Disadvantaged Students	44	742	742	729	*	*	48%	30%	*	34%	22%
Non-Economically Disadvantaged Students	38	762	762	749	*	*	29%	53%	*	68%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	82	751	751	742	*	*	39%	40%	*	50%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	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.



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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	63	751	751	728	*	*	35%	48%	*	51%	28%
White	23	757	757	736	0%	*	*	57%	*	61%	35%
Hispanic	27	744	744	721	*	*	41%	41%	*	41%	21%
Black or African American	10	745	745	715	*	*	*	*	0%	40%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	28	750	750	730	*	*	*	50%	*	54%	30%
Male	35	752	752	725	*	*	*	46%	*	49%	26%
Economically Disadvantaged Students	35	746	746	719	*	*	*	46%	*	46%	19%
Non-Economically Disadvantaged Students	28	758	758	734	*	*	*	50%	*	57%	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	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.



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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
Schoolwide	96	754	754	743	*	15%	27%	41%	*	50%	42%
White	26	762	762	751	*	*	*	54%	*	62%	52%
Hispanic	45	748	748	728	*	*	29%	40%	*	47%	24%
Black or African American	14	736	736	724	*	*	*	*	*	29%	19%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	774	0%	0%	*	*	*	60%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	48	744	744	744	*	*	25%	42%	*	44%	43%
Male	48	763	763	741	*	*	29%	40%	*	56%	40%
Economically Disadvantaged Students	46	747	747	727	*	*	35%	37%	*	41%	23%
Non-Economically Disadvantaged Students	50	760	760	751	*	*	20%	44%	*	58%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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%



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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
Schoolwide	52	737	737	734	*	23%	44%	23%	*	27%	30%
White	21	743	743	740	*	*	52%	*	*	33%	38%
Hispanic	23	734	734	722	*	*	*	*	*	26%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	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	28	739	739	735	*	*	43%	*	*	36%	31%
Male	24	735	735	733	*	*	46%	*	*	17%	30%
Economically Disadvantaged Students	27	730	730	721	*	*	48%	*	*	11%	13%
Non-Economically Disadvantaged Students	25	745	745	740	*	*	40%	*	*	44%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
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	*



**Bergen Arts and Sciences Charter School
2016-2017**

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Grade Span KG-12

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
Schoolwide	57	731	731	725	*	30%	39%	23%	*	23%	28%
White	19	729	729	731	*	*	*	*	0%	26%	33%
Hispanic	26	728	728	710	*	*	42%	*	0%	15%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	35	729	729	725	*	*	*	*	0%	17%	27%
Male	22	735	735	725	*	*	*	*	0%	32%	29%
Economically Disadvantaged Students	35	727	727	708	*	*	34%	*	0%	23%	13%
Non-Economically Disadvantaged Students	22	737	737	733	*	*	46%	*	0%	23%	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	57	731	731	729	*	30%	39%	23%	*	23%	*
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	*	*	*	702	*	*	*	*	*	*	14%



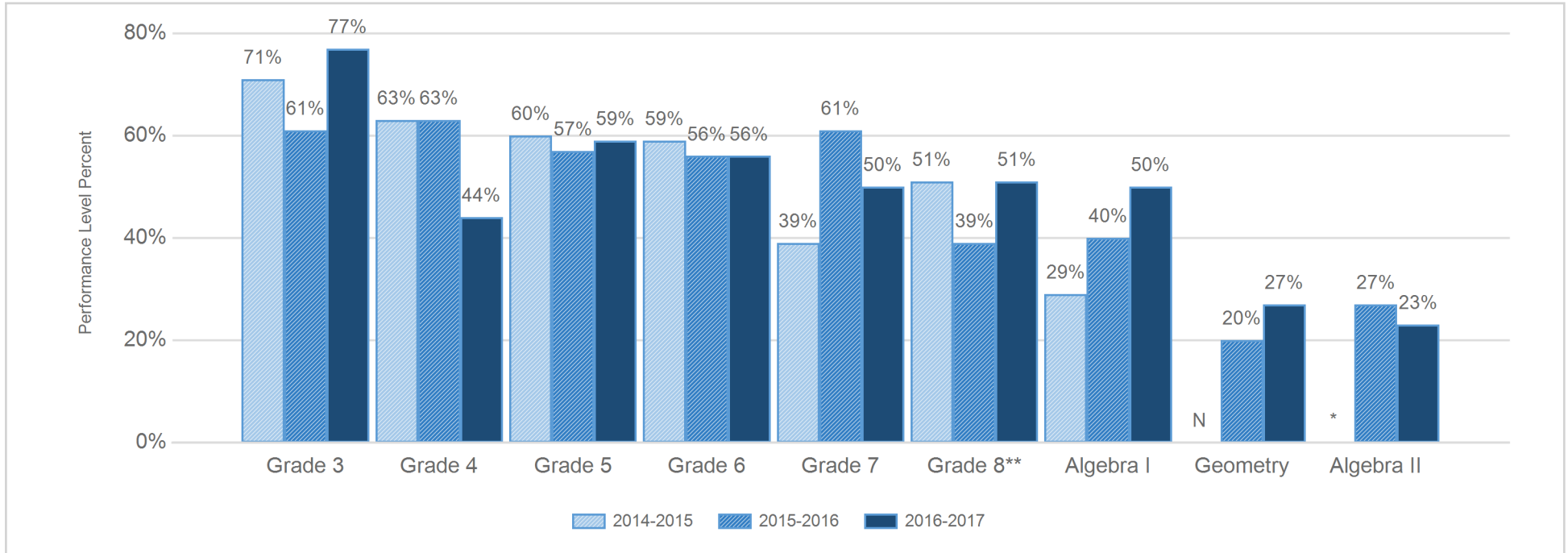
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2016-2017**

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Grade Span KG-12

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.



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

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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
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	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	16	68.8%	31.3%
2	11	63.6%	36.4%
3	*	*	*
4	11	81.8%	18.2%
5+	*	*	*



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

**80-6013-900
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GARFIELD, NJ 07026**

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.

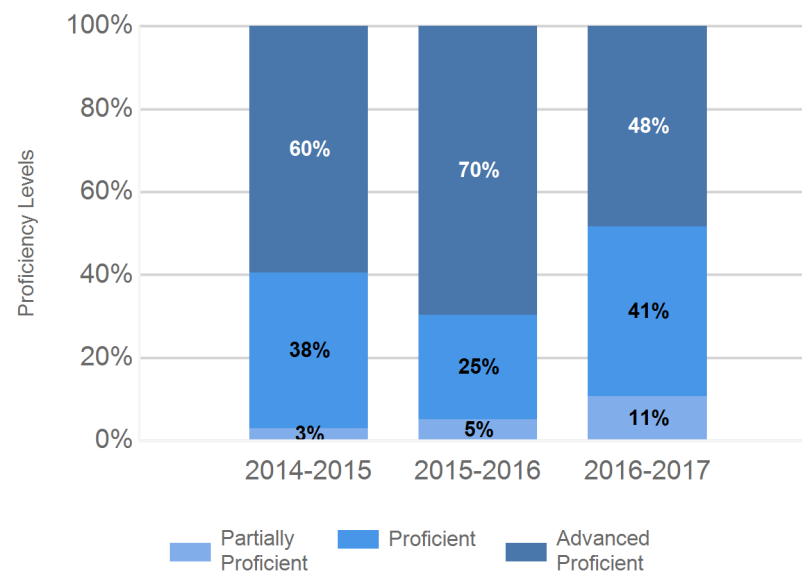
NJASK Science Assessment Performance: Grade 4

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	48%	41%	11%
White	53%	37%	11%
Hispanic	41%	49%	11%
Black or African American	30%	60%	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	30%	51%	19%
Students with Disabilities	N	*	*
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.





**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

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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.

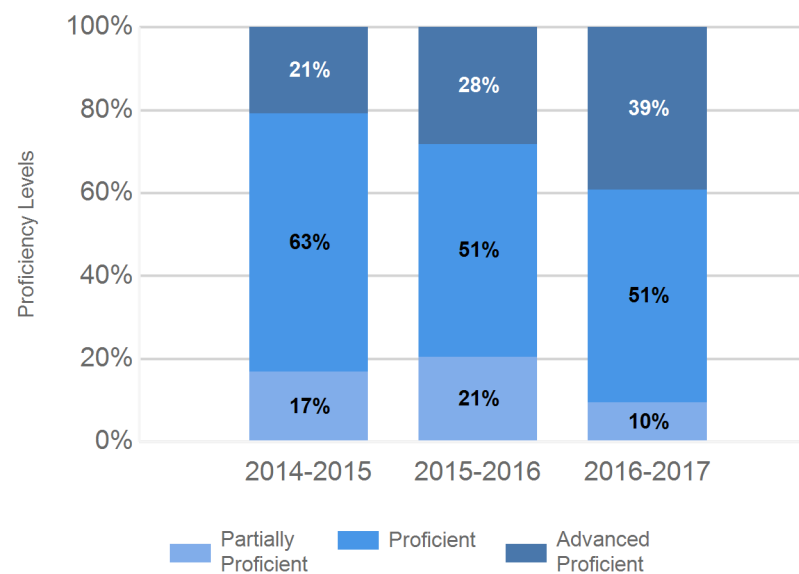
NJASK Science Assessment Performance: Grade 8

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	39%	51%	10%
White	41%	55%	3%
Hispanic	35%	50%	15%
Black or African American	17%	*	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	29%	62%	10%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

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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.

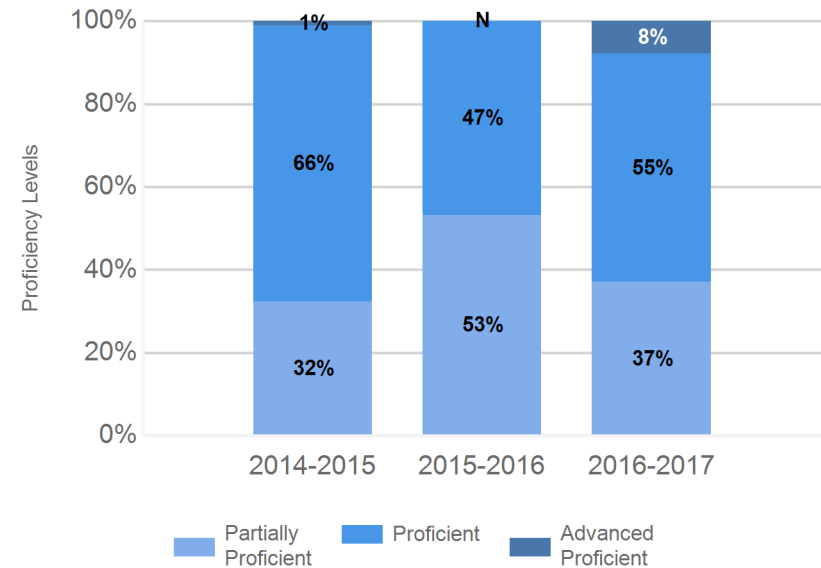
Biology Assessment - Performance

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	8%	55%	37%
White	*	61%	29%
Hispanic	7%	57%	37%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	2%	60%	38%
Students with Disabilities	N	*	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





Bergen Arts and Sciences Charter School
2016-2017

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Grade Span KG-12

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	40	50	Met Target	37	37	50	Not Met
White	41.5	41.5	50	Met Target	38	38	52	Not Met
Hispanic	38	38	49	Not Met	33.5	33.5	47	Not Met
Black or African American	47	47	45	Met Target	25	25	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Not Met	*	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40	40	47	Met Target	33.5	33.5	46	Not Met
Students with Disabilities	41.5	41.5	41	Met Target	37.5	37.5	43	**
English Learners	*	*	53	**	*	*	51	**

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



Bergen Arts and Sciences Charter School
2016-2017
Grade Span KG-12

80-6013-900
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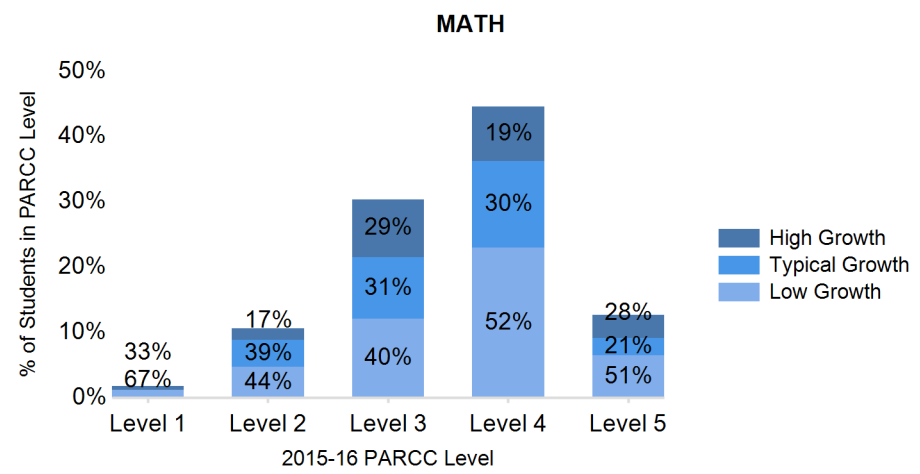
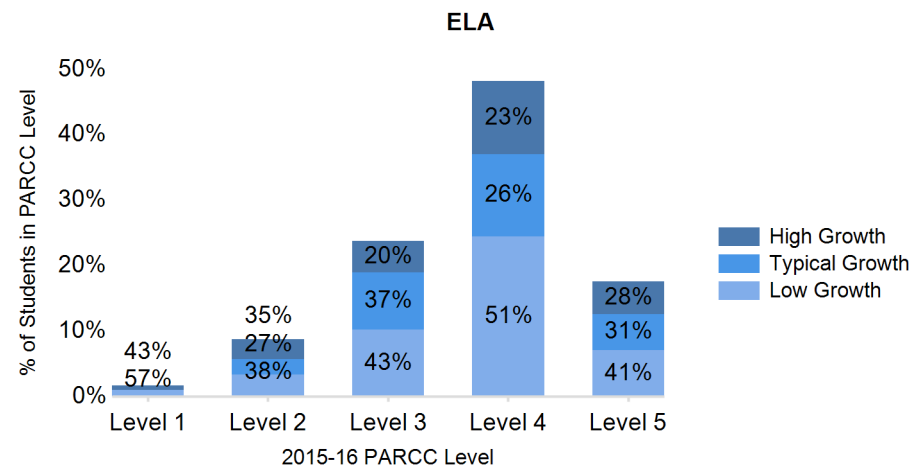
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

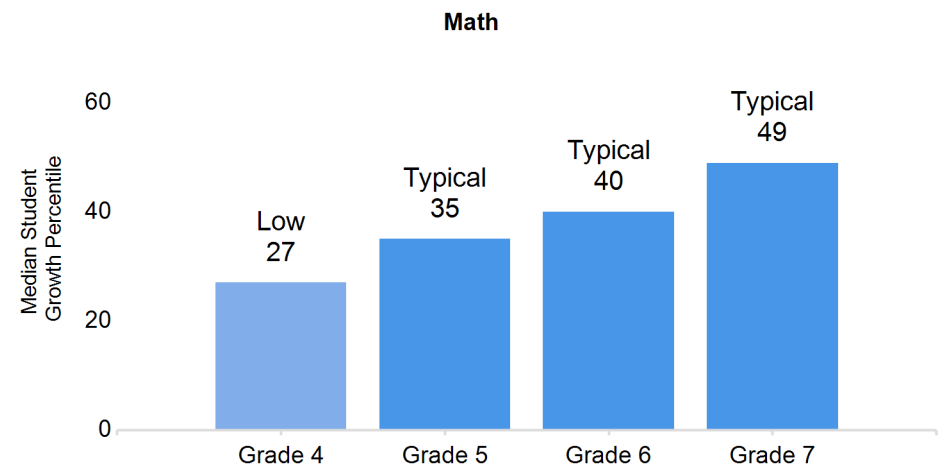
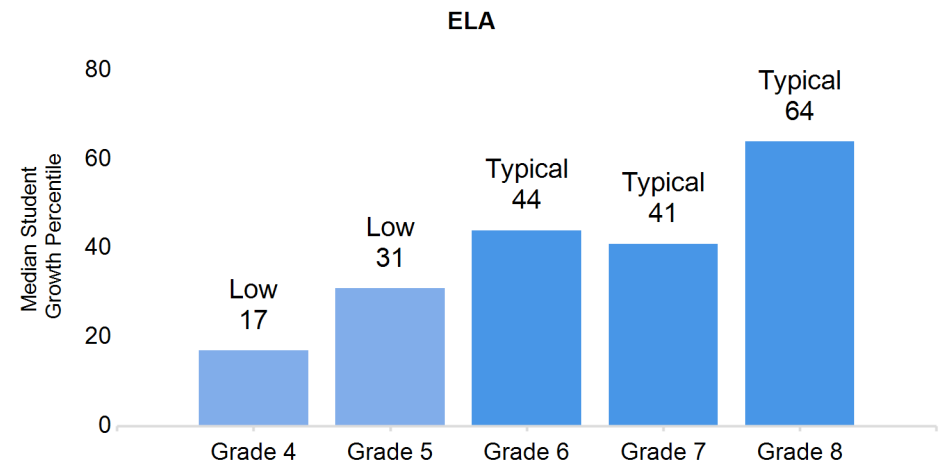
Student Growth by Performance Level

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.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



**Bergen Arts and Sciences Charter School
2016-2017**

**80-6013-900
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Bergen Arts and Sciences Charter School
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Grade Span KG-12

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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	22.0%	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	442	481	Varies By Grade	61%	67%
PSAT - Math	456	483	Varies By Grade	33%	49%
SAT - Reading and Writing	549	551	480	79%	77%
SAT - Math	547	552	530	51%	58%
ACT - Reading	24	24	22	54%	65%
ACT - English	22	24	18	54%	79%
ACT - Math	22	24	22	54%	65%
ACT - Science	23	23	23	62%	54%



Bergen Arts and Sciences Charter School
2016-2017

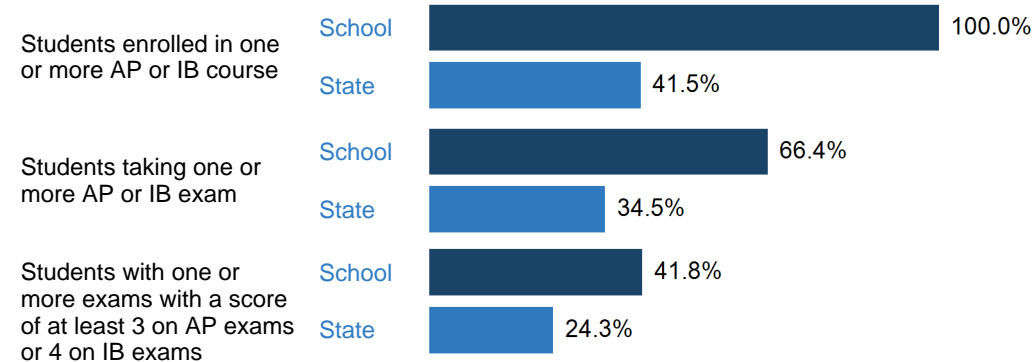
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

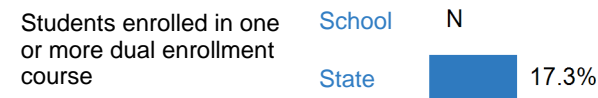
AP/IB Coursework – Participation and Performance

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 Biology	4	4
AP Chemistry	0	7
AP Computer Science A	0	6
AP Computer Science Principles	7	0
AP English Language and Composition	103	13
AP English Literature and Composition	7	5
AP European History	8	4
AP Psychology	19	19
AP Spanish Language	13	13
AP Statistics	25	15
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Dimensional	8	7
AP U.S. Government and Politics	0	11
AP U.S. History	21	20
AP World History	13	14
Total Exams Taken		140
Exams with scores of at least 3 on AP exams or 4 on IB exams		70



Bergen Arts and Sciences Charter School
2016-2017

Grade Span KG-12

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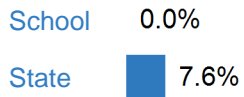
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

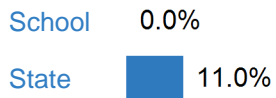
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

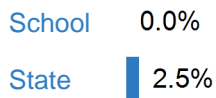
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
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200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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
6	0	0	0	0	0	0	84
7	0	0	0	0	0	0	83
8	21	0	0	0	0	0	63
9	75	11	0	0	0	0	0
10	19	35	23	5	0	3	3
11	2	11	35	11	0	17	32
12	0	2	11	9	0	47	5
Schoolwide	117	59	69	25	0	67	270
Enrolled in AP/IB Course					0	25	0



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

**80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026**

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	86	0	0	0	0	0
10	3	43	0	32	0	25
11	14	33	0	8	0	11
12	11	8	0	5	0	10
Schoolwide	114	84	0	45	0	46
Enrolled in AP/IB Course	4	0		0	0	0



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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	0	86	0	17	0	14
10	11	4	0	28	15	20
11	1	22	0	14	6	28
12	1	1	0	7	12	20
Schoolwide	13	113	0	66	33	82
Enrolled in AP/IB Course	13	21	0	19	0	8



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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
6	57	0	0	0	0	0	27
7	60	0	0	0	0	0	23
8	39	0	0	0	0	0	45
9	41	22	0	0	0	0	23
10	30	23	0	0	0	0	17
11	13	5	0	0	0	0	9
12	17	2	0	0	0	0	2
Schoolwide	257	52	0	0	0	0	146
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Level 3 or Higher	20	7	0	0	0	0	14
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Bergen Arts and Sciences Charter School
2016-2017
Grade Span KG-12

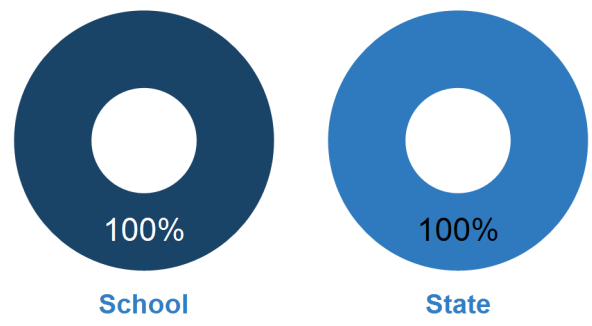
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 GARFIELD, NJ 07026

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

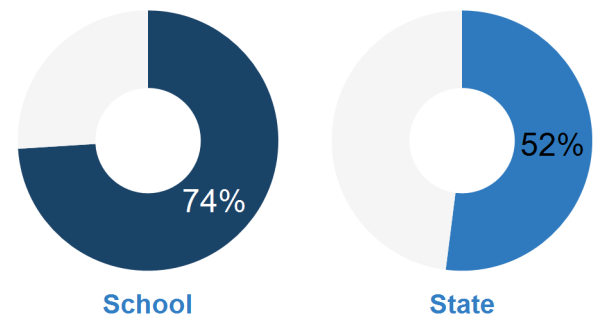
Grades 6-8:

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

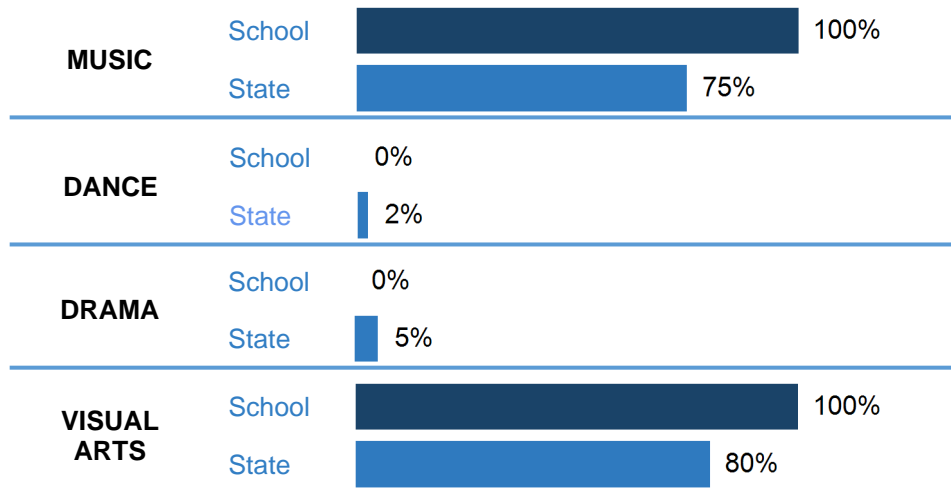


Grades 9-12:

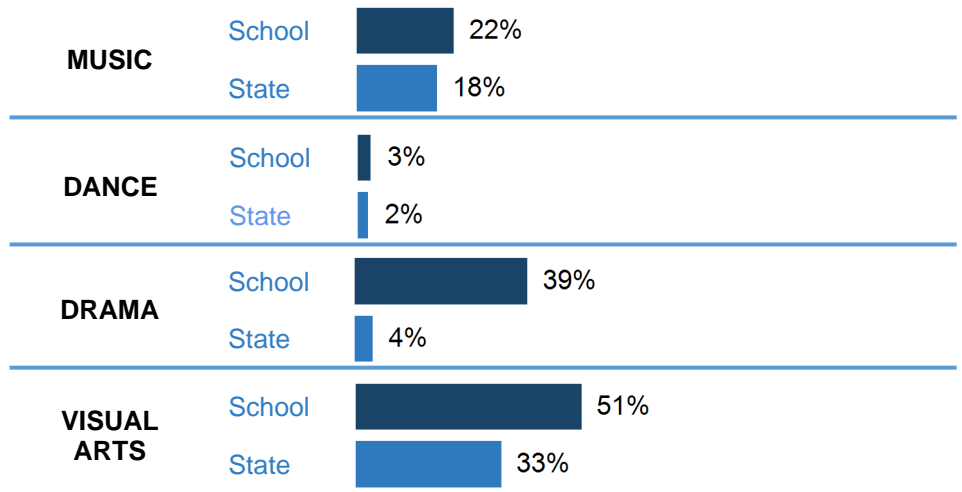
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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	93.7%	90.5%	98.1%	91.8%	100.0%	N	Met Goal	96.2%	N	Met Goal
White	90.9%	94.5%	100.0%	95.1%	100.0%	**	**	90.0%	**	**
Hispanic	93.9%	84.3%	96.2%	86.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	94.4%	83.9%	96.4%	85.6%	100.0%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	*	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
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	93.7%	-
2016	100.0%	98.1%
2015	92.6%	96.2%

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	N	N
2015-2016	N	N
2014-2015	N	N

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



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

**80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026**

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	76.3%	17.8%	82.2%
White	81%	17.7%	82.4%
Hispanic	73.3%	22.7%	77.3%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	69.4%	16%	84%
Students with Disabilities	*	*	*
English Learners	*	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	84.6%	22.7%	77.3%	77.3%	22.7%	88.6%	11.4%
White	86.7%	30.8%	69.2%	69.2%	30.8%	84.6%	15.4%
Hispanic	84.6%	27.3%	72.7%	86.4%	13.6%	95.5%	4.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	80%	20.8%	79.2%	70.8%	29.2%	87.5%	12.5%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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.

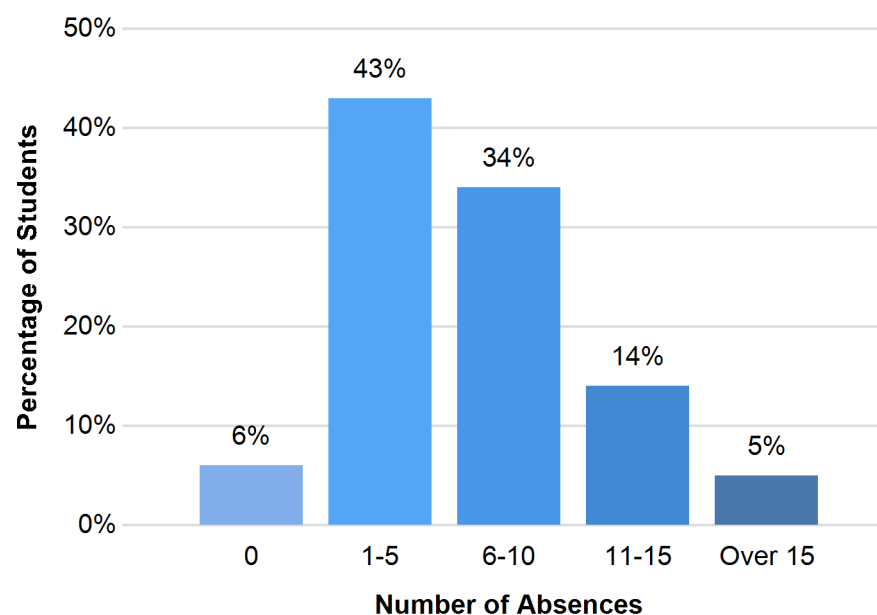
Chronic Absenteeism

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	1.40	10.30	Met Target
White	1.30	10.30	Met Target
Hispanic	1.60	10.30	Met Target
Black or African American	0.80	10.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	10.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.80	10.30	Met Target
Students with Disabilities	5.80	10.30	Met Target
English Learners	0	10.30	Met Target

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.



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

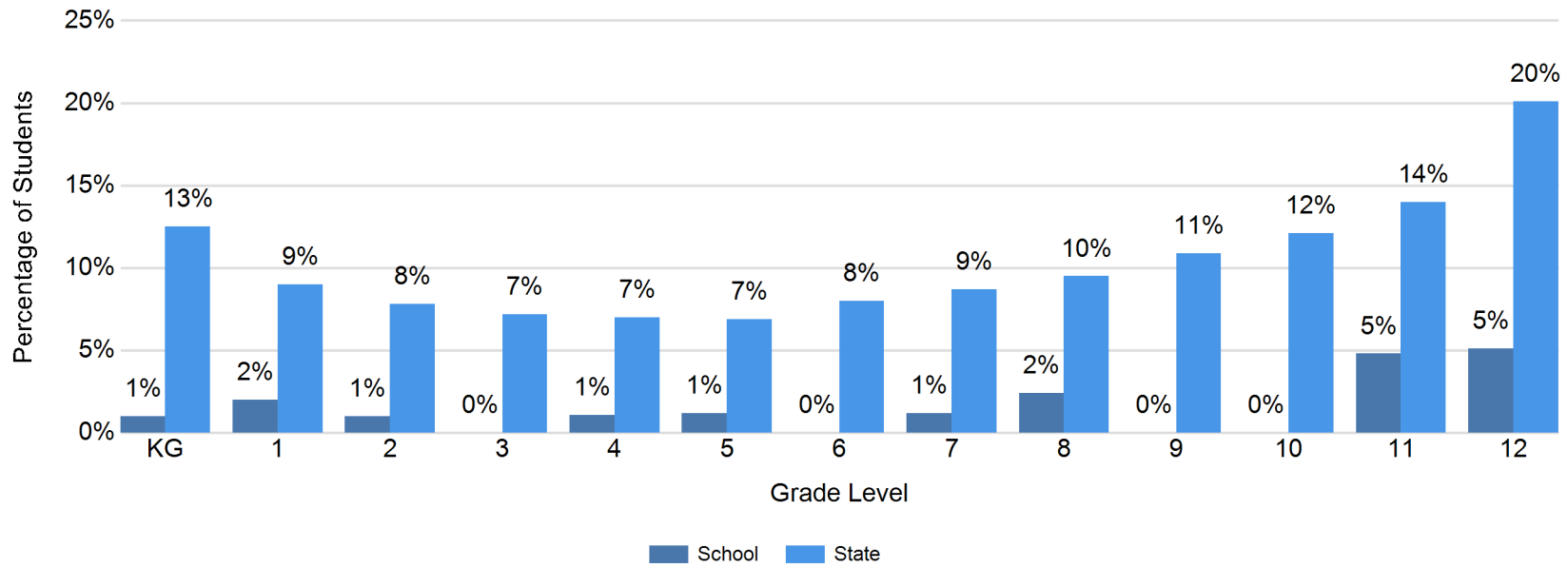


Bergen Arts and Sciences Charter School
2016-2017
Grade Span KG-12

80-6013-900
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 Bergen Arts and Sciences Charter School
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 GARFIELD, NJ 07026

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.





**Bergen Arts and Sciences Charter School
2016-2017**

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

Grade Span KG-12

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	4:15PM
Length of School Day	8 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 50 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	34
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	3.25

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	1.5%
Out-of-School Suspensions	2.8%
Any Suspension	4.3%

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



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

**80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026**

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	1.3:1	270.5 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 (2015-2016)	\$618	\$13,454	\$14,072



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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	81	120,724
Average years experience in public schools	3.8	11.8
Average years experience in district	3.2	10.5
Teachers in district for 4 or more years	36%	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	N	9,506
Average years experience in public schools	N	15.9
Average years experience in district	N	11.6
Administrators in district for 4 or more years	N	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	14:1	14:1
Administrators	N	N
Librarian/Media Specialists		N
Nurses		555:1
Counselors		N
Child Study Team		555:1



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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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	66%	89%
2015-16 Administrators: Same district 2016-17	N	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	95%



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

**80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026**

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	72.3	12.5%
Mathematics Proficiency	87.2	12.5%
Graduation - 4-Year	100.0	15.0%
Graduation - 5-Year	77.8	15.0%
English Language Arts Growth	46.8	15.0%
Mathematics Growth	40.9	15.0%
Chronic Absenteeism	100.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.8
Summative Rating: Percentile rank of Summative Score		83.0
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.



**Bergen Arts and Sciences Charter School
2016-2017**

Grade Span KG-12

80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.8	19.6	No	Not Met	Met Target†	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
White	42.6	11.9	No	Met Target†	Met Target†	Met Target	**	**	Met Target	Not Met	No
Hispanic	82.4	19.6	No	Not Met	Met Target†	Met Target	Met Goal	Met Goal	Not Met	Not Met	No
Black or African American	61.5	11.9	No	Met Target†	Met Target†	Met Target	**	**	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	30.2	11.9	No	Met Target†	Met Target	Met Target	**	**	Not Met	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	**	**	No
Economically Disadvantaged Students	76.7	19.6	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
Students with Disabilities	45.7	11.9	No	Met Target	N	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.



**Bergen Arts and Sciences Charter School
2016-2017
Grade Span KG-12**




80-6013-900
CHARTERS
Bergen Arts and Sciences Charter School
200 MACARTHUR AVENUE
GARFIELD, NJ 07026

School General Info

Principal:	Mr. Guvercin	Email Address:	nguvercin@ilearnschools.org
Address:	200 MACARTHUR AVENUE GARFIELD, NJ 07026	Website:	http://bergencharter.ilearnschools.org
Phone:	(201)773-9140	Facebook:	https://www.facebook.com/bergencharter
		Twitter:	https://twitter.com/bergencharter

School Narrative

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

	Highlights:	<ul style="list-style-type: none"> • Rigorous curriculum with digital components in core subjects, STEAM education, and Balanced Literacy in the lower grades • Technology integration into the curriculum via 1:1 iPad or chromebook implementation, Kindles, LMS, and educational apps • Ranked in top-50 NJ high schools by US News, and acknowledged by Niche.com as the #1 charter high school in NJ
	Mission, Vision, Theme:	Academic achievement, digital learning, co-curricular programs, and community involvement are the four tenets that make up the mission and vision of Hudson ASCS. Through challenging, project-based learning experiences, core competencies are learned and evidenced by students. STEAM challenges students to not only learn the content standards, but also to apply this new knowledge of 21st century skills and discoveries to tackle evolving real-world challenges.
	Awards, Recognition, Accomplishments:	Bergen ASCS earned a Summative Tier 1 ranking. According to US News, Bergen ASCS High ranked 931st among all high schools nationally in 2016, receiving the silver medal award. It is considered the 43rd ranked high school in the state. A student was selected as one of two US Senate Youth Delegates. A student won the bronze medal in a national science competition. A teacher won The Association of American Educators Award. A teacher was recognized as the iLearn Schools Teacher-of-the-Year.







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 <p>Courses, Curriculum, Instruction:</p>	<p>A curriculum is designed around each grade level and subject. Unit Plans and Lesson Plans are created to fit the sequence and scope of each curriculum. The big idea, essential questions, topical questions, desired outcomes, anticipated misconceptions, primary texts, supplemental resources, and performance assessment tasks are addressed purposefully in relation to the common core standards. All textbooks are made available online. AP, Honors, and electives courses are offered.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Two student athletes received the NJIC Sportsmanship Award. One student was a 1st team all-conference selection in basketball. 2 students were chosen 2nd team all-conference in basketball. Two students were 2nd team all-conference for soccer. One student was selected 2nd team all-conference for cross-country. A student received the NJSIAA scholarship. A student placed 5th overall at the Track & Field State Championship meet.</p>
 <p>Clubs and Activities:</p>	<p>The following clubs and co-curricular opportunities are offered at Bergen ASCS: Student Government, Model UN, Students in Action, the College Coaching Program, Robotics, Science Olympiad, Math Counts, and Theatre. The schools also participate in the following activities throughout the school year: school plays, dances, winter and spring concerts, Senior Awards Dinner, Maker's Fair, and the Garden State International Heritage Festival.</p>
 <p>Before and After School Programs:</p>	<p>Tutoring services are offered in both Math and English.</p>








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 <p>Staff and Professional Learning:</p>	<p>Teachers receive ongoing support from content area coaches throughout weekly coaching sessions and Professional Learning Communities (PLCs). Professional development sessions are offered in a 2-week Summer Institute that is prepared and facilitated by program directors and content area coaches. 2 full-day professional development trainings are also offered throughout the school year. In collaboration with Rutgers, teachers moreover receive support through the School Systems Improvement Project.</p>
 <p>Postsecondary Information:</p>	<p>100% of the senior class earned admission into college. The SAT Prep and College Coaching Program (CCP) aided students in preparation for college. Among the colleges or universities that students were accepted included: Rutgers, Montclair, Ramapo, Seton Hall, Stevens Institute of Technology, BU, BC, Lehigh, UConn, WPI, West Point, Villanova, Rensselaer, and Hofstra.</p>
 <p>Student Supports and Services:</p>	<p>Bergen ASCS ensures that all learners are able to access the materials that they are being taught by providing free tutorials and support programs that are personalized to the learner's needs. At Bergen ASCS, the learning environment considers the needs of all learners and provides adequate resources and facilities for each child that it serves. Specific personnel are in place for ELLs and students with special needs. Reading programs are offered through the integration of Kindles.</p>
 <p>Student Health and Wellness:</p>	<p>Health classes are offered to students for one marking period, with physical education classes offered during the rest of the school year. The school nurse works in collaboration with the Health teacher in preparing materials for learning. Breakfast options are available each day. A free breakfast is provided to all students on testing days. Recess is available for students in grades K-2.</p>
 <p>Parent and Community Involvement:</p>	<p>Bergen ASCS recognizes the school as an anchor in the community. With its active PTO, Bergen ASCS organizes dress down days to raise money for nonprofit organizations, Thanksgiving food drive, and parental gatherings that serve as the grounding mechanism promoting connectivity and collaboration. Bergen ASCS is also partnered with Rutgers, GCU, and FDU, as well as local organizations such as: Boys and Girls club, Jefferson Awards Foundation, and the Susan G. Komen Breast Cancer Foundation.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

To promote a healthy school climate and culture, carefully selected questions aligned with state guidelines are posed to obtain feedback from students, parents, and staff. Surveys are conducted twice each year in order to measure purposeful progress and to improve the school's culture, climate, and both academic and non-academic programs.