

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

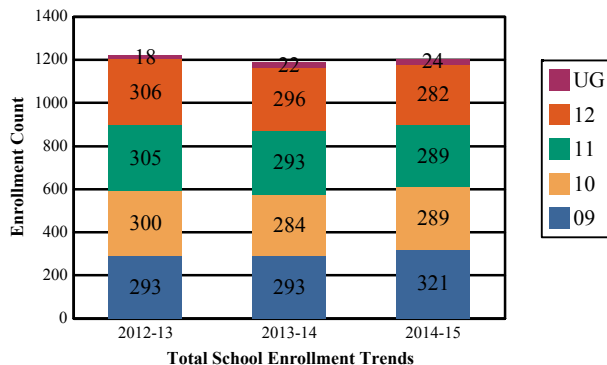
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GRADE SPAN 09-12

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

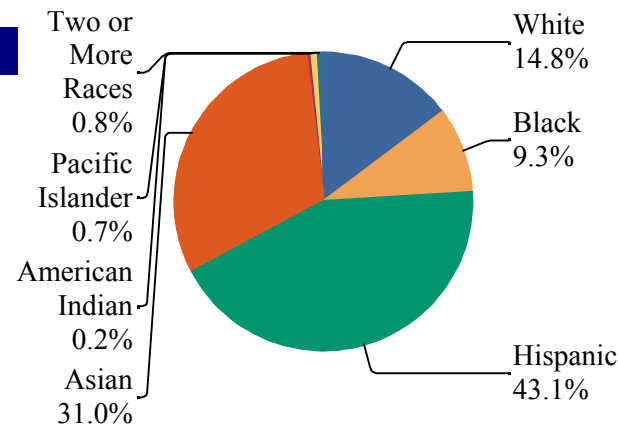
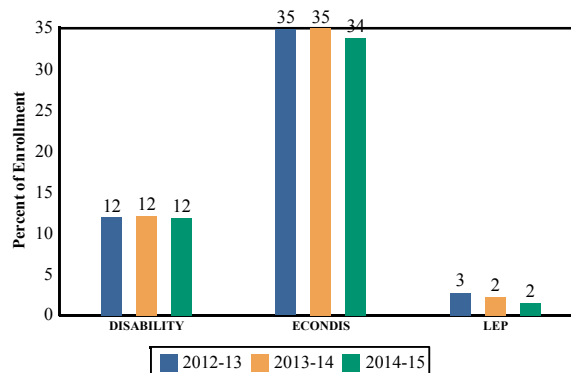
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

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

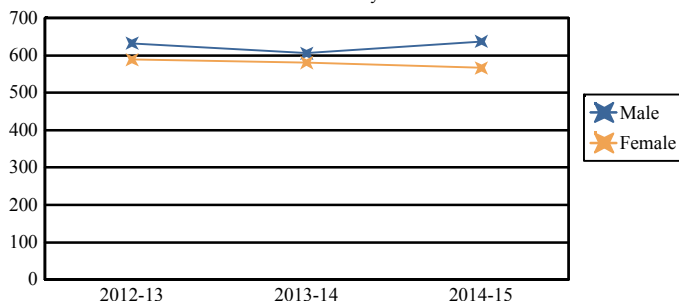


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,222
2013-14	1,187
2014-15	1,204

**Enrollment by Gender**

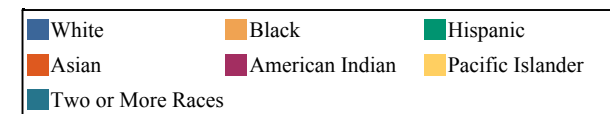
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	633	589
2013-14	606	581
2014-15	638	567

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	143	12%
Economically Disadvantaged Students	407	33.8%
English Language Learners	18	1.5%



**Language Diversity**

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

2014-15	Percent
English	57.5%
Spanish	26.1%
Tagalog	9.6%
Malayalam	1.2%
Urdu	0.9%
Pilipino	0.9%
Other	3.9%

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

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>54%</b>	<b>100</b>	<b>80</b>
Math Met or Exceeded Expectation	<b>35%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	563	54.4%	95%	96.4%	YES
White	76	51.3%	95%	92.8%	YES*
African American	52	32.7%	95%	96.7%	YES
Hispanic	253	49%	95%	96.5%	YES
American Indian	-	-	--	--	--
Asian	176	71.1%	95%	98%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	200	43.5%	95%	97.2%	YES

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

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

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	531	34.5%	95%	96.7%	YES
White	67	34.3%	95%	94.4%	YES*
African American	47	19.1%	95%	96.4%	YES
Hispanic	244	27.9%	95%	96.7%	YES
American Indian	-	-	--	--	--
Asian	167	49.7%	95%	97.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	193	21.2%	95%	97.1%	YES

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

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

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**Proficiency Outcomes - Biology**

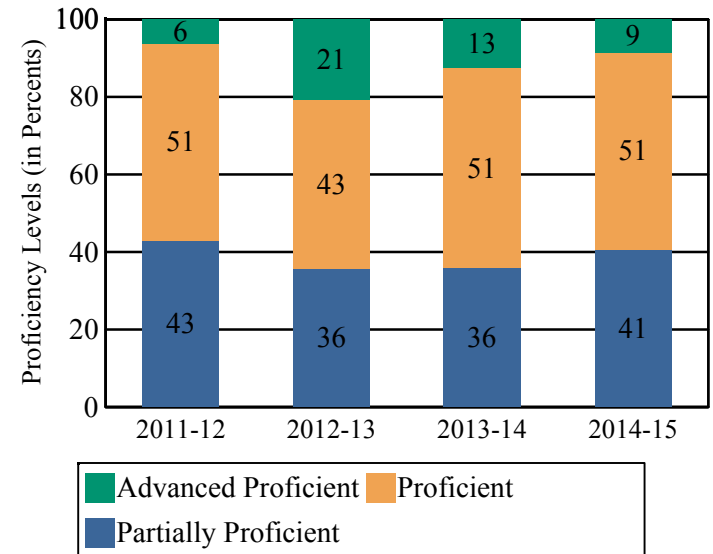
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	9%	51%	41%
White	8%	37%	55%
African American	-	-	-
Hispanic	5%	51%	43%
American Indian	-	-	-
Asian	16%	59%	25%
Two or More Races	-	-	-
Students with Disability	0%	17%	83%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	48%	48%

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

**Proficiency Trends - Biology**

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



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations ( <i>Min. 650</i> )	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations ( <i>Max. 850</i> )

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

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	301	754	739	6%	13%	22%	46%	13%	59%	41%
White	39	748	746	8%	21%	15%	41%	15%	56%	47%
African American	26	736	723	8%	27%	35%	23%	8%	31%	23%
Hispanic	137	750	725	7%	12%	26%	49%	7%	55%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	98	767	765	3%	7%	16%	50%	23%	73%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	44	715	706	25%	36%	25%	14%	0%	14%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	115	744	724	7%	17%	28%	43%	5%	48%	24%

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

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	260	746	735	19%	12%	20%	33%	16%	49%	38%
White	36	749	741	22%	11%	19%	17%	31%	47%	43%
African American	26	736	717	27%	15%	23%	15%	19%	35%	22%
Hispanic	116	735	720	25%	14%	20%	34%	8%	41%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	77	765	763	5%	8%	18%	48%	21%	69%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	85	735	718	22%	18%	22%	27%	11%	38%	23%



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

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	266	755	741	9%	14%	19%	43%	16%	59%	42%
White	38	740	745	13%	26%	21%	32%	8%	39%	46%
African American	23	755	727	26%	9%	9%	26%	30%	57%	27%
Hispanic	115	744	731	11%	16%	24%	43%	6%	49%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	87	773	765	0%	7%	14%	51%	29%	79%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	93	742	730	17%	13%	20%	44%	5%	49%	30%

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

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



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	78	64.1%	2.79	3.36

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

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	737	740	11%	20%	34%	36%	0%	36%	40%
White	30	738	746	13%	10%	33%	43%	0%	43%	47%
African American	23	728	722	17%	30%	30%	22%	0%	22%	20%
Hispanic	112	733	725	12%	23%	37%	29%	0%	29%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	51	748	769	4%	14%	27%	55%	0%	55%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	88	732	725	11%	22%	42%	25%	0%	25%	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	228	731	728	9%	32%	36%	22%	1%	23%	21%
White	26	729	731	4%	42%	42%	8%	4%	12%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	96	723	718	16%	40%	28%	17%	0%	17%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	79	744	751	1%	18%	42%	38%	1%	39%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	246	723	721	26%	26%	21%	26%	0%	27%	24%
White	34	721	725	32%	26%	12%	29%	0%	29%	27%
African American	17	705	701	47%	29%	12%	12%	0%	12%	8%
Hispanic	120	717	706	33%	27%	18%	22%	0%	22%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	73	737	751	8%	23%	32%	36%	1%	37%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	89	713	705	31%	31%	20%	17%	0%	17%	9%

**COLLEGE AND CAREER READINESS**

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

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	100%	100	100	80%	YES
Percent of Students Participating in PSAT or PLAN	100%	100	100	60%	YES
Percent of Students Scoring Above 1550 on SAT	29%	45	37	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	49%	100	90	35%	YES
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	54%	45	39	75%	NO
<b>Summary</b>		78	73		60%

**College Readiness Test Participation**

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

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	99.5%	72.3%	79.1%
Participating in ACT	12.1%		25.2%
Participating in PSAT or PLAN	100.0%	65.1%	79.6%
Participating in Dual Enrollment	63.4%		14.9%

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

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	69.5%	28.4%	36.3%
One or More Test	67.9%	23.6%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	48.6%	19.0%	25.3%

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

**COLLEGE AND CAREER READINESS**

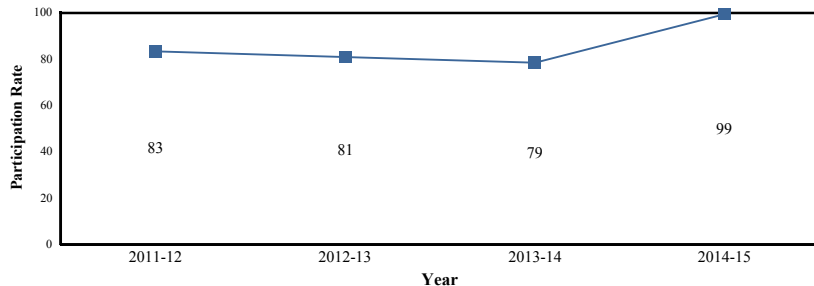
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	58.1%	62.2%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	54.2%	58.4%	69.7%

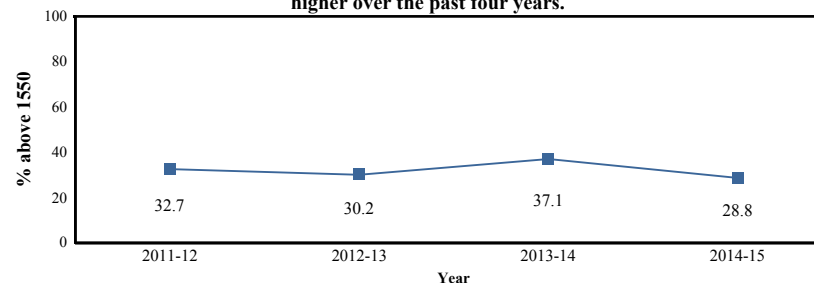
**Scholastic Assessment Test (SAT) Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	28.8%	31.4%	43.8%

**SAT Benchmark Trends**

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



**Composite SAT Score**

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,411	1,431	1,508
Critical Reading	461	470	496
Mathematics	491	493	518
Writing	459	469	494

**Composite SAT Score**

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	530	560	510
50th Percentile	460	490	455
25th Percentile	400	430	398

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**AP/IB Courses Offered**

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

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	128	124
AP English Language and Composition	87	87
AP English Literature and Composition	79	77
AP Physics B	62	
AP Human Geography	40	39
AP Calculus AB	37	37
AP Spanish Language	37	37
AP Biology	28	28
AP U.S. History	28	27
AP Macroeconomics	27	27
AP Chemistry	26	26
AP Environmental Science	15	14
AP Statistics	13	13
AP Art/History of Art	12	12
AP European History	10	10
AP Spanish Literature	10	10
AP Calculus BC	10	10
AP Music Theory	8	8

AP/IB Course Name	Students Enrolled	Students Tested
AP Studio Art/Three-Dimensional	6	
AP Physics 1		61
AP Studio Art/Two-Dimensional		2

**COLLEGE AND CAREER READINESS**

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BERGENFIELD BORO

GRADE SPAN 09-12

**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	45.7%	17.8%
Visual Arts	19.3%	31.7%
<b>Total: All Visual and Performing Arts</b>	62.7%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

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

Percent of Students Enrolled	School	State
Participating in CTE	20.7%	18.3%
Structured Learning Experience	9.7%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

**BERGEN**

**BERGENFIELD BORO**

**GRADE SPAN 09-12**

**BERGENFIELD HIGH SCHOOL**

**80 S PROSPECT AVE**

**BERGENFIELD, NJ 07621-1958**

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	98%	100	84	78%	YES
Dropout Rate	1.2%	42	24	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>71</b>	<b>54</b>		<b>100%</b>

**Graduation Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	98%	78%
White	95%	
African American	-	
Hispanic	98%	
American Indian	-	
Asian	99%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	97%	

**Dropout Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	1.2%	2%
White	4.5%	
African American	.9%	
Hispanic	.2%	
American Indian	-	
Asian	1.1%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	3.5%	
English Language Learners	-	
Economically Disadvantaged Students	.5%	

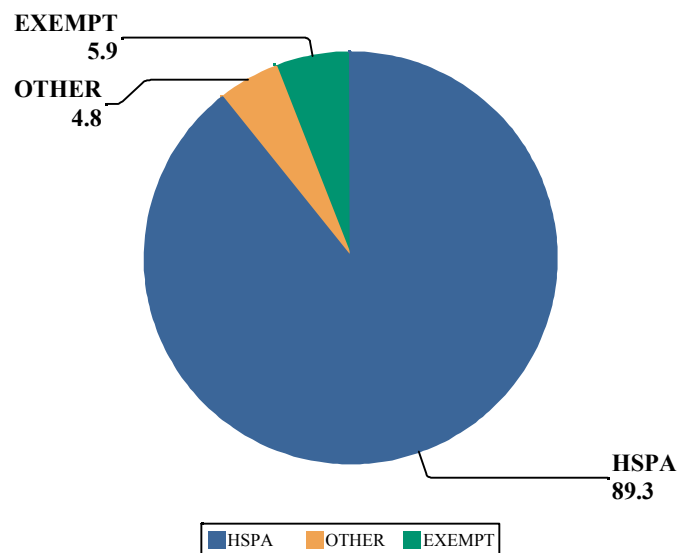
**GRADUATION AND POSTSECONDARY**

**BERGEN  
BERGENFIELD BORO**

**GRADE SPAN 09-12**

**Graduation Pathway Rates**

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



**Extended Year Graduation Rate**

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

Class of	4-year Rate	5-year Rate
2012	96%	96%
2013	97%	98%
2014	97%	97%
2015	98%	

**GRADUATION AND POSTSECONDARY**

BERGEN  
BERGENFIELD BORO

GRADE SPAN 09-12

**Postsecondary Enrollment Rates**

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

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

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	77%	32.9%	67.1%
White	78.5%	29.4%	70.6%
African American	71.1%	33.3%	66.7%
Hispanic	71.8%	42.6%	57.4%
Asian	88.6%	22.6%	77.4%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	55.8%	83.3%	16.7%
English Language Learners	-	-	-
Economically Disadvantaged Students	64.2%	40.3%	59.7%

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
BERGENFIELD BORO

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	773	766
50th	754	739
25th	729	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	821
75th	757	762
50th	736	735
25th	716	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
BERGENFIELD BORO

GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	776	766
50th	747	733
25th	711	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	838	850
75th	780	768
50th	757	740
25th	730	711
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	793
75th	748	747
50th	731	726
25th	713	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	813
75th	752	748
50th	723	718
25th	699	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	56

**SCHOOL CLIMATE**

**BERGEN  
BERGENFIELD BORO**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 55 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	172

**SCHOOL PEER GROUP**

**BERGEN  
BERGENFIELD BORO**

**GRADE SPAN 09-12**

**BERGENFIELD HIGH SCHOOL  
80 S PROSPECT AVE  
BERGENFIELD, NJ 07621-1958**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
<b>BERGEN</b>	<b>BERGENFIELD BORO</b>	<b>BERGENFIELD HIGH SCHOOL</b>	<b>03-0300-020</b>	<b>09-12</b>	<b>33.8%</b>	<b>1.5%</b>	<b>11.8%</b>
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	46.2%	2.8%	13.4%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	43.8%	2.6%	20.9%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
CAMDEN	STERLING HIGH SCHOOL DIST	STERLING HIGH SCHOOL	07-5035-050	09-12	31.4%	0.3%	17.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN HIGH SCHOOL	15-3280-050	09-12	30.5%	0.5%	16%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MIDDLESEX	DUNELLEN BORO	DUNELLEN HIGH SCHOOL	23-1140-040	09-12	44.3%	2.7%	8.7%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	37.6%	1.4%	13.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%
MIDDLESEX	WOODBRIIDGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	40.3%	3%	9.4%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH SCHOOL	23-5850-050	09-12	42%	2.1%	12.1%



State of New Jersey  
2014-15

03-0300-020

**SCHOOL PEER GROUP**

**BERGENFIELD HIGH SCHOOL**  
80 S PROSPECT AVE  
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**BERGEN**

**GRADE SPAN 09-12**

**BERGENFIELD BORO**

OCEAN	BARNEGAT TWP	<b>BARNEGAT HIGH SCHOOL</b>	29-0185-030	09-12	33.1%	0.9%	13.3%
OCEAN	BRICK TWP	<b>BRICK TOWNSHIP HIGH SCHOOL</b>	29-0530-020	09-12	30.5%	1.8%	17.3%
OCEAN	PINELANDS REGIONAL	<b>PINELANDS REGIONAL HIGH SCHOOL</b>	29-4105-050	10-12	36%	1.1%	13.6%
PASSAIC	CLIFTON CITY	<b>CLIFTON HIGH SCHOOL</b>	31-0900-030	09-12	55.8%	4.9%	12%
SOMERSET	BOUND BROOK BORO	<b>BOUND BROOK HIGH SCHOOL</b>	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	MANVILLE BORO	<b>MANVILLE HIGH SCHOOL</b>	35-3000-050	09-12	46%	3.7%	17.7%
UNION	UNION TWP	<b>UNION SENIOR HIGH</b>	39-5290-050	09-12	39.7%	2.6%	13.4%
WARREN	PHILLIPSBURG TOWN	<b>PHILLIPSBURG HIGH SCHOOL</b>	41-4100-050	09-12	31.4%	0.5%	13.4%