



# State of New Jersey 2014-15

## OVERVIEW

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

In particular, the School Performance Reports seek to:

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

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

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

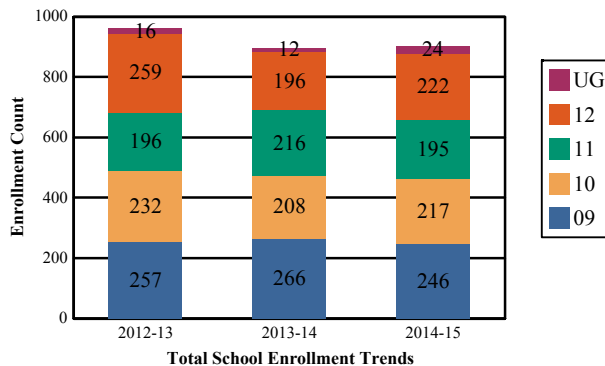
## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

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



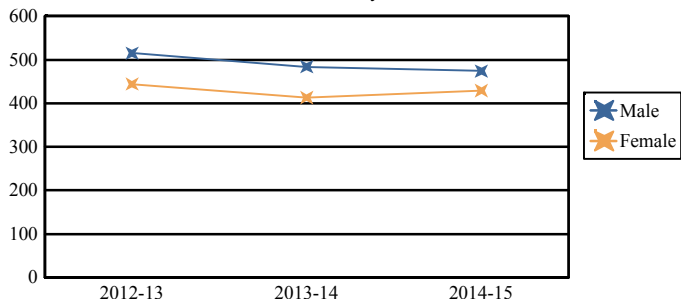
Total School Enrollment Trends

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	959
2013-14	897
2014-15	903

### Enrollment by Gender

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

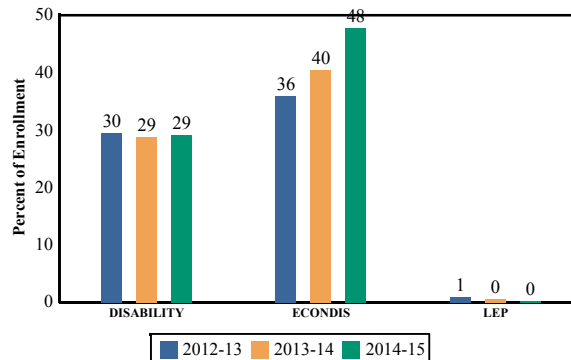


	Male	Female
2012-13	515	444
2013-14	484	413
2014-15	474	429

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### 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.



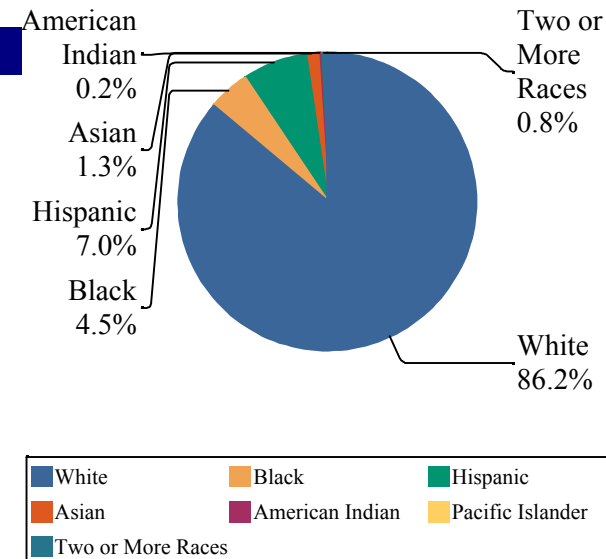
### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	263	29%
Economically Disadvantaged Students	431	47.7%
English Language Learners	2	0.2%

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### Enrollment by Ethnic/Racial Subgroup

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



### Language Diversity

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

2014-15	Percent
English	98.7%
Spanish	1.0%
Vietnamese	0.1%
Tagalog	0.1%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>28%</b>	<b>48</b>	<b>31</b>
Math Met or Exceeded Expectation	<b>21%</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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	373	27.6%	95%	84.4%	<b>NO</b>
White	321	28%	95%	83.8%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	186	20.4%	95%	86.6%	<b>NO</b>

**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	245	20.8%	95%	82.5%	NO
White	208	21.2%	95%	81.5%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	39	15.4%	95%	88.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	105	21.9%	95%	83.6%	NO

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

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

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Proficiency Outcomes - Biology

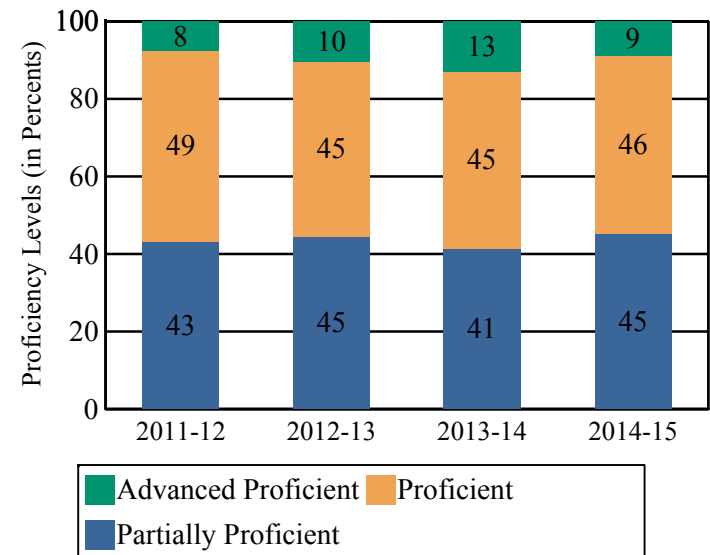
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	9%	46%	45%
White	9%	51%	40%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	22%	76%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	45%	49%

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	203	731	739	14%	30%	29%	26%	1%	27%	41%
White	177	731	746	15%	28%	31%	25%	1%	27%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	95	723	724	17%	42%	22%	19%	0%	19%	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	169	727	735	21%	34%	17%	24%	4%	28%	38%
White	143	728	741	20%	36%	15%	26%	3%	29%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	14	725	720	29%	21%	29%	14%	7%	21%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	90	719	718	32%	31%	16%	17%	4%	21%	23%



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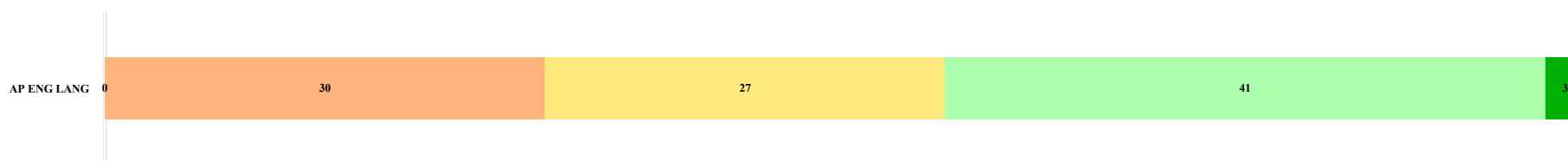
PARCC ELA Performance Distribution - Grade - 11

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	147	737	741	16%	25%	24%	28%	7%	35%	42%
White	122	738	745	16%	23%	23%	29%	9%	38%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	12	732	731	17%	17%	33%	33%	0%	33%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	48	718	712	27%	38%	23%	10%	2%	13%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	66	731	730	14%	29%	29%	26%	3%	29%	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  $\geq 3$  or score IB  $\geq 4$  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	37	70.3%	3.16	3.36

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

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	145	724	740	14%	39%	32%	15%	0%	15%	40%
White	120	724	746	13%	38%	34%	14%	0%	14%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	31	714	710	16%	58%	16%	10%	0%	10%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	68	723	725	19%	32%	29%	19%	0%	19%	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	107	728	728	6%	37%	46%	11%	0%	11%	21%
White	91	729	731	2%	38%	47%	12%	0%	12%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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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	92	723	721	25%	30%	21%	24%	0%	24%	24%
White	78	725	725	26%	28%	19%	27%	0%	27%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	39	718	705	31%	33%	15%	21%	0%	21%	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	59%	29	13	80%	NO
Percent of Students Participating in PSAT or PLAN	17%	7	4	60%	NO
Percent of Students Scoring Above 1550 on SAT	30%	84	39	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	17%	65	38	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	77%	90	69	75%	YES
Summary		55	33		20%

**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	56.0%	68.2%	79.1%
Participating in ACT	24.8%		25.2%
Participating in PSAT or PLAN	17.5%	71.7%	79.6%
Participating in Dual Enrollment	0.1%		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	25.2%	23.4%	36.3%
One or More Test	20.7%	20.3%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	16.8%	18.1%	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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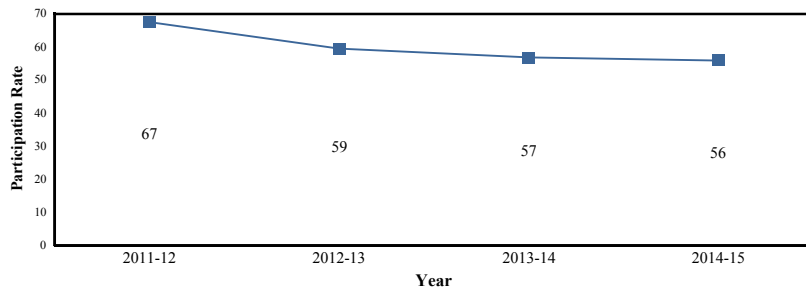
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**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	29.8%	22.2%	43.8%

**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	1,450	1,373	1,508
Critical Reading	483	453	496
Mathematics	493	470	518
Writing	474	450	494

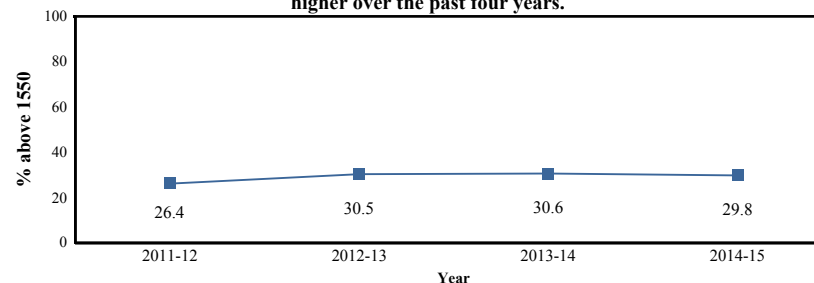
**AP /IB Test Results**

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 $\geq 4$	73.3%	45.4%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	77.1%	45.5%	69.7%

**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 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	540	560	523
50th Percentile	480	490	470
25th Percentile	420	430	418

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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 U.S. History	41	27
AP English Language and Composition	38	38
AP Psychology	32	20
AP U.S. Government and Politics	27	16
AP English Literature and Composition	25	22
AP Spanish Language	14	14
AP Biology	8	8
AP Physics B	7	
AP Calculus AB	7	8
AP Physics 1		7
AP French Language		4
AP Computer Science A		1

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**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	1.9%	2.1%
Drama/Theater	N/R	3.8%
Music	37.1%	17.8%
Visual Arts	23.2%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>54.5%</b>	<b>49.9%</b>

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	43.9%	18.3%
Structured Learning Experience	0.6%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

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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	80%	20	12	78%	YES
Dropout Rate	3.8%	3	7	2%	NO
SUMMARY - Graduation & Post-Secondary		12	10		50%

**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
Schoolwide	80%	78%
White	81%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	76%	
English Language Learners	-	
Economically Disadvantaged Students	75%	

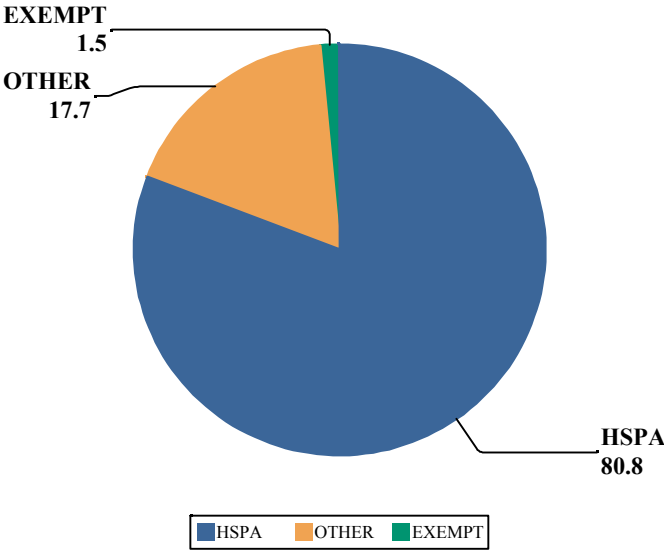
**Dropout Rate by Subgroup**

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
Schoolwide	3.8%	2%
White	3.6%	
African American	4.9%	
Hispanic	6.3%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	3.4%	
English Language Learners	-	
Economically Disadvantaged Students	4.6%	

**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	80%	85%
2013	89%	90%
2014	79%	82%
2015	80%	

**GRADUATION AND POSTSECONDARY**

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**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>	54%	56.4%	43.6%
White	54.5%	52.6%	47.4%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	31%	90.9%	9.1%
English Language Learners	-	-	-
Economically Disadvantaged Students	44.9%	74.2%	25.8%

**WITHIN SCHOOL ACHIEVEMENT GAP**

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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	787	850
75th	754	766
50th	733	739
25th	710	710
0th	662	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	772	821
75th	742	762
50th	723	735
25th	711	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**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	814	850
75th	754	766
50th	719	733
25th	703	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	824	850
75th	762	768
50th	733	740
25th	715	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	57

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**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	766	793
75th	738	747
50th	729	726
25th	716	710
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	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	782	813
75th	748	748
50th	721	718
25th	700	692
0th	667	650

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

**SCHOOL CLIMATE**

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**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. 41 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	11.2%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 56 Mins.
Shared Time	3 Hrs. 41 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	10
Administrators	301

**SCHOOL PEER GROUP**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNER</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL HIGH SCHOOL	01-0590-025	09-12	51.9%	0.3%	16.7%
ATLANTIC	GREATER EGG HARBOR REG	ABSEGAMI HIGH SCHOOL	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	CEDAR CREEK HIGH SCHOOL	01-1790-060	09-12	41.2%	0.4%	16.5%
BERGEN	LODI BOROUGH	LODI HIGH SCHOOL	03-2740-050	09-12	62.4%	3.8%	9.8%
BURLINGTON	BURLINGTON CITY	BULINGTON CITY HIGH SCHOOL	05-0600-020	07-12	61%	1.7%	23.1%
BURLINGTON	PALMYRA BORO	PALMYRA HIGH SCHOOL	05-3920-050	07-12	40.1%	0.2%	16.2%
BURLINGTON	PEMBERTON TWP	PEMBERTON TOWNSHIP HIGH SCHOOL	05-4050-055	09-12	45%	0.6%	19.5%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO HIGH SCHOOL	05-5805-053	09-12	58.9%	0.7%	23.4%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN HIGH SCHOOL	07-4060-050	09-12	69.9%	2.4%	19.7%
CAMDEN	PINE HILL BORO	OVERBROOK SENIOR HIGH SCHOOL	07-4110-010	09-12	52.1%	0.8%	19.5%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP HIGH SCHOOL	07-5820-010	09-12	50%	0.3%	14.2%
CAPE MAY	LOWER CAPE MAY REGIONAL	LOWER CAPE MAY REGIONAL HIGH SCHOOL	09-2820-050	09-12	47.7%	0.2%	27.5%
CHARTERS	BERGEN ARTS AND SCIENCES CS	BERGEN ARTS AND SCIENCES CS	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CHARTER~TECH HIGH SCHOOL	CHARTER~TECH HIGH SCHOOL FOR THE PERFORMING ARTS	80-7410-940	09-12	60.1%	0%	15.4%
CHARTERS	UNION COUNTY TEAMS CS	UNION COUNTY TEAMS CHARTER SCHOOL	80-8010-980	KG-12	54.1%	0%	6.5%
CUMBERLANI	CUMBERLAND REGIONAL	CUMBERLAND REGIONAL HIGH SCHOOL	11-0997-030	09-12	42.9%	0.2%	15.7%
CUMBERLANI	MILLVILLE CITY	MILLVILLE SENIOR HIGH SCHOOL	11-3230-050	09-12	49.7%	0.3%	20%
GLOUCESTER	CLAYTON BORO	CLAYTON HIGH SCHOOL	15-0860-030	09-12	56.4%	1.3%	17.8%
GLOUCESTER	DEPTFORD TWP	DEPTFORD TOWNSHIP HIGH SCHOOL	15-1100-040	09-12	43.9%	0.5%	14.9%
GLOUCESTER	PAULSBORO BORO	PAULSBORO HIGH SCHOOL	15-4020-050	09-12	58.8%	0.3%	24.6%
GLOUCESTER	WOODBURY CITY	WOODBURY JR-SR HIGH SCHOOL	15-5860-050	06-12	63%	1.3%	18%
HUDSON	BAYONNE CITY	BAYONNE HIGH SCHOOL	17-0220-020	09-12	66.8%	4.8%	14.9%

**SCHOOL PEER GROUP**

**LOWER CAPE MAY REGIONAL HIGH SCHOOL**

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HUDSON	JERSEY CITY	DR RONALD MCNAIR HIGH SCHOOL	17-2390-075	09-12	50.3%	0%	0.1%
HUDSON	JERSEY CITY	LIBERTY HIGH SCHOOL	17-2390-082	09-12	63.4%	0.5%	13.2%
MERCER	HAMILTON TWP	HAMILTON NORTH-NOTTINGHAM	21-1950-055	09-12	53.1%	2.3%	14.1%
MIDDLESEX	CARTERET BORO	CARTERET HIGH SCHOOL	23-0750-030	09-12	65.3%	4%	9.3%
MONMOUTH	KEYPORT BORO	KEYPORT HIGH SCHOOL	25-2430-050	09-12	56.1%	2.7%	13.7%
MONMOUTH	NEPTUNE TWP	NEPTUNE HIGH SCHOOL	25-3510-050	09-12	53.7%	2.1%	16%
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE HIGH SCHOOL	33-4070-050	09-12	67%	3.5%	21.3%
UNION	PLAINFIELD CITY	PLAINFIELD ACADEMY FOR THE ARTS & ADVANCED STUDIES	39-4160-052	07-12	68.8%	1.8%	7.9%
UNION	RAHWAY CITY	RAHWAY HIGH SCHOOL	39-4290-050	09-12	54.2%	2%	16%





# State of New Jersey 2014-15

## OVERVIEW

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GRADE SPAN 07-08

09-2820-060  
RICHARD M. TEITELMAN MIDDLE SCHOOL  
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CAPE MAY, NJ 08204-4637

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

In particular, the School Performance Reports seek to:

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

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

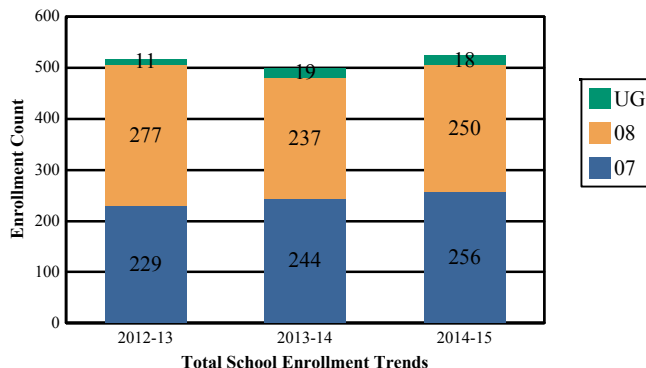
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

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#### Enrollment by Grade

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

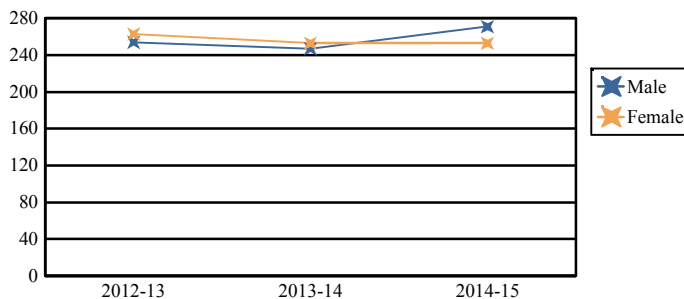


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	517
2013-14	500
2014-15	524

#### Enrollment by Gender

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

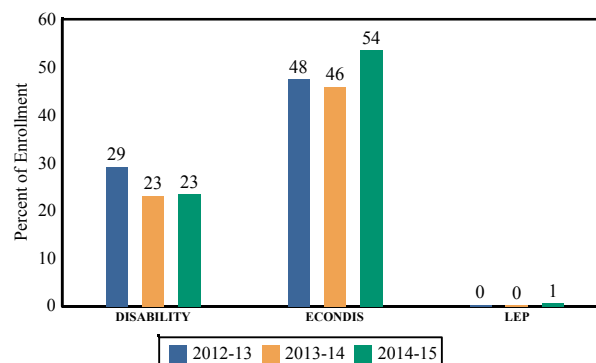


	Male	Female
2012-13	254	263
2013-14	247	253
2014-15	271	253

GRADE SPAN 07-08

#### 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.

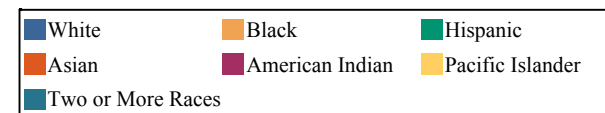
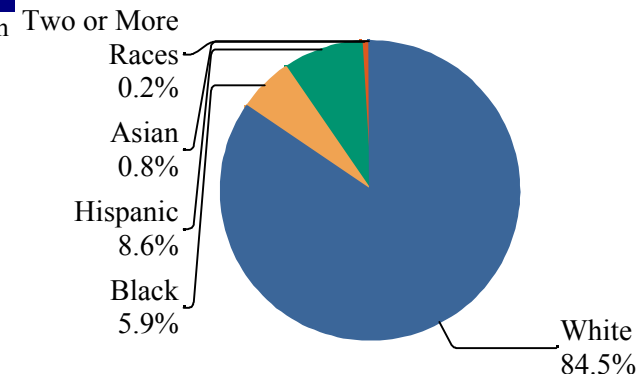


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	123	23%
Economically Disadvantaged Students	281	53.6%
English Language Learners	3	0.6%

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#### Enrollment by Ethnic/Racial Subgroup

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



#### Language Diversity

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

2014-15	Percent
English	97.5%
Spanish	2.1%
Vietnamese	0.2%
Arabic	0.2%

**ACADEMIC ACHIEVEMENT**

**CAPE MAY**  
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**GRADE SPAN 07-08**

**RICHARD M. TEITELMAN MIDDLE SCHOOL**  
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>29%</b>	<b>20</b>	<b>20</b>
Math Met or Exceeded Expectation	<b>30%</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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	451	28.8%	95%	88.3%	<b>YES*</b>
White	377	31.3%	95%	87.6%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	42	11.9%	95%	93.5%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	107	12.1%	95%	87.7%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	239	20.1%	95%	89.3%	<b>YES*</b>

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

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

ACADEMIC ACHIEVEMENT

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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	453	29.6%	95%	88.5%	YES*
White	378	32.3%	95%	87.6%	YES*
African American	-	-	--	--	--
Hispanic	43	14%	95%	95.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	240	20.8%	95%	89.3%	YES*

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

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	237	733	750	12%	26%	28%	27%	7%	34%	53%
White	199	736	757	11%	26%	27%	29%	8%	37%	61%
African American	17	716	730	29%	24%	24%	12%	12%	24%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	52	706	713	31%	31%	21%	8%	10%	17%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	121	726	733	16%	29%	28%	22%	5%	27%	33%

ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

CAPE MAY, NJ 08204-4637

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	214	724	750	23%	26%	28%	22%	1%	23%	53%
White	178	726	757	21%	24%	29%	24%	1%	25%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	24	710	735	42%	21%	21%	17%	0%	17%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	118	714	732	30%	35%	23%	13%	0%	13%	34%

**ACADEMIC ACHIEVEMENT**

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

CAPE MAY, NJ 08204-4637

**PARCC MATH - Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	236	736	740	8%	24%	36%	31%	2%	32%	38%
White	198	738	745	6%	26%	33%	33%	2%	35%	46%
African American	17	721	725	18%	18%	47%	18%	0%	18%	17%
Hispanic	18	722	730	22%	17%	50%	11%	0%	11%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	120	731	728	10%	29%	35%	24%	2%	26%	21%



ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

CAPE MAY, NJ 08204-4637

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	716	726	33%	26%	23%	18%	0%	18%	24%
White	145	718	732	30%	26%	24%	20%	0%	20%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	23	707	721	43%	30%	13%	13%	0%	13%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	110	711	719	40%	28%	17%	15%	0%	15%	17%

ACADEMIC ACHIEVEMENT

CAPE MAY

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

CAPE MAY, NJ 08204-4637

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	38	761	740	0%	8%	26%	66%	0%	66%	40%
White	35	762	746	0%	9%	26%	66%	0%	66%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

CAPE MAY  
LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

09-2820-060  
RICHARD M. TEITELMAN MIDDLE SCHOOL  
687 RT 9  
CAPE MAY, NJ 08204-4637

NJASK Results - Science Grade Level - 08

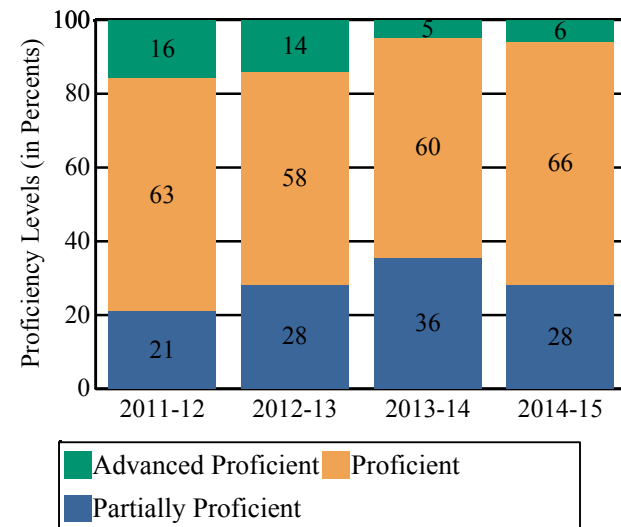
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	66%	28%
White	7%	68%	26%
African American	0%	67%	33%
Hispanic	0%	57%	43%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	4%	40%	56%
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	62%	37%

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

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
48	38

### Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
93.8%	65.8%

- Data Suppressed to protect the confidentiality of students

## COLLEGE AND CAREER READINESS

CAPE MAY

LOWER CAPE MAY REGIONAL

State of New Jersey

2014-15

GRADE SPAN 07-08

09-2820-060

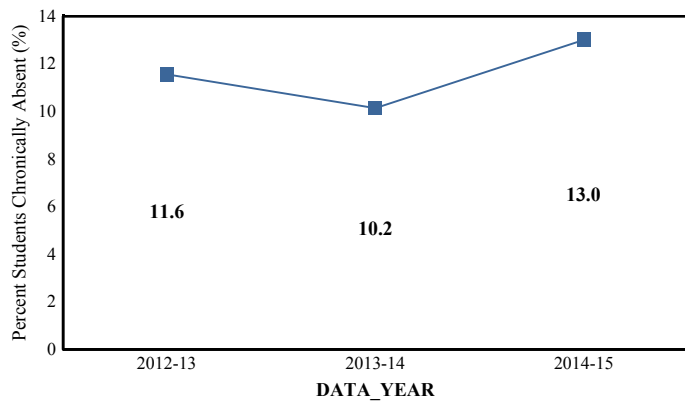
RICHARD M. TEITELMAN MIDDLE SCHOOL

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### Chronic Absenteeism Trend

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

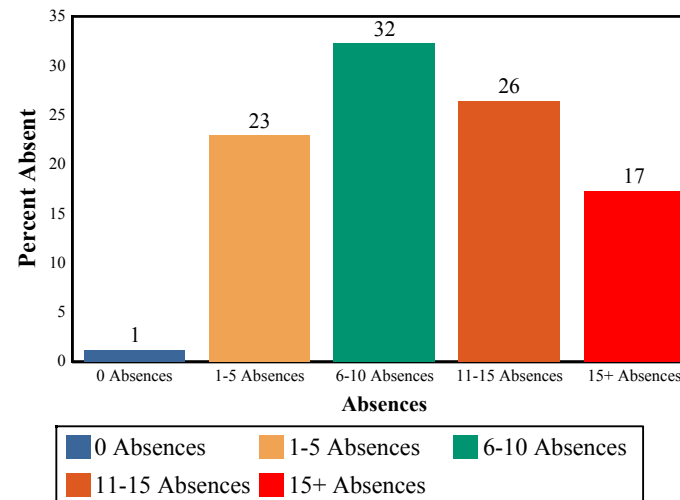


Chronic Absenteeism for 2014-15

13.01%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	93.7%	66.0%
Visual Arts	95.5%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

CAPE MAY

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

CAPE MAY, NJ 08204-4637

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	20	4	2	35	NO
Student Growth on Math	42	39	31	35	YES
		22	17		50%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	0%	0%
Partially Met	20%	6%	1%
Approached	19%	7%	3%
Met	14%	6%	5%
Exceeded	1%	1%	1%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	2%	0%
Partially Met	17%	7%	2%
Approached	12%	9%	8%
Met	3%	10%	13%
Exceeded	0%	0%	1%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.



**WITHIN SCHOOL ACHIEVEMENT GAP**

CAPE MAY

RICHARD M. TEITELMAN MIDDLE SCHOOL

687 RT 9

LOWER CAPE MAY REGIONAL

GRADE SPAN 07-08

CAPE MAY, NJ 08204-4637

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

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	754	776
50th	732	751
25th	713	724
0th	650	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	41	52
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**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	754	759
50th	736	740
25th	719	720
0th	653	650

Scale Score Gap - School	Scale Score Gap - State
-----------------------------	----------------------------

25th vs 75th Gap	35	39
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**WITHIN SCHOOL ACHIEVEMENT GAP**

CAPE MAY  
LOWER CAPE MAY REGIONAL

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	748	777
50th	726	751
25th	702	723
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	54

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RICHARD M. TEITELMAN MIDDLE SCHOOL  
687 RT 9  
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**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	739	748
50th	717	726
25th	692	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	44

## SCHOOL CLIMATE

CAPE MAY

LOWER CAPE MAY REGIONAL

### 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. 32 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	6.5%

## State of New Jersey 2014-15

GRADE SPAN 07-08

09-2820-060  
RICHARD M. TEITELMAN MIDDLE SCHOOL  
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### 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. 49 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	262

**SCHOOL PEER GROUP**

**CAPE MAY**

**LOWER CAPE MAY REGIONAL**

**RICHARD M. TEITELMAN MIDDLE SCHOOL**

**687 RT 9**

**CAPE MAY, NJ 08204-4637**

**GRADE SPAN 07-08**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	<b>BUENA REGIONAL MIDDLE SCHOOL</b>	01-0590-030	06-08	59%	0.2%	22.7%
ATLANTIC	GALLOWAY TWP	<b>GALLOWAY TOWNSHIP MIDDLE SCHOOL</b>	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	<b>MULLICA TOWNSHIP MIDDLE SCHOOL</b>	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	WEYMOUTH TWP	<b>WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL</b>	01-5760-020	PK-08	50.3%	0%	22.1%
BERGEN	TEANECK TWP	<b>BENJAMIN FRANKLIN MIDDLE SCHOOL</b>	03-5150-060	05-08	36%	0.4%	27.5%
BURLINGTON	BEVERLY CITY	<b>BEVERLY CITY SCHOOL</b>	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	MOUNT HOLLY TWP	<b>F. W. HOLBEIN MIDDLE SCHOOL</b>	05-3430-060	06-08	64.6%	0.4%	24.1%
BURLINGTON	RIVERSIDE TWP	<b>RIVERSIDE MIDDLE SCHOOL</b>	05-4450-070	06-08	54.2%	1.8%	18.7%
BURLINGTON	WILLINGBORO TWP	<b>WILLINGBORO MEMORIAL MIDDLE SCHOOL</b>	05-5805-057	06-08	60.7%	0.6%	19.9%
CAMDEN	BERLIN TWP	<b>DWIGHT D EISENHOWER MIDDLE SCHOOL</b>	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	<b>ALICE COSTELLO ELEMENTARY SCHOOL</b>	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	<b>CLEMENTON ELEMENTARY SCHOOL DISTRICT</b>	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	<b>CHARLES W. LEWIS MIDDLE SCHOOL</b>	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	PINE HILL BORO	<b>PINE HILL MIDDLE SCHOOL</b>	07-4110-100	06-08	59.8%	0%	24.4%
CAMDEN	WINSLOW TWP	<b>WINSLOW TOWNSHIP MIDDLE SCHOOL</b>	07-5820-020	07-08	57.6%	0.3%	20.6%
<b>CAPE MAY</b>	<b>LOWER CAPE MAY REGIONAL</b>	<b>RICHARD M. TEITELMAN MIDDLE SCHOOL</b>	<b>09-2820-060</b>	<b>07-08</b>	<b>53.6%</b>	<b>0.6%</b>	<b>23.5%</b>
CAPE MAY	MIDDLE TWP	<b>MIDDLE TOWNSHIP ELEMENTARY #4</b>	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	WOODBINE BORO	<b>WOODBINE ELEMENTARY SCHOOL</b>	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLAND	VINELAND CITY	<b>ANTHONY ROSSI MIDDLE SCHOOL</b>	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	WEST DEPTFORD TWP	<b>WEST DEPTFORD MIDDLE SCHOOL</b>	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	<b>HENRY E. HARRIS #1</b>	17-0220-050	PK-08	59.1%	0%	16.3%

**SCHOOL PEER GROUP**

**RICHARD M. TEITELMAN MIDDLE SCHOOL**

**CAPE MAY**

**687 RT 9**

**LOWER CAPE MAY REGIONAL**

**GRADE SPAN 07-08**

**CAPE MAY, NJ 08204-4637**

HUDSON	BAYONNE CITY	<b>JOHN M. BAILEY #12</b>	17-0220-040	PK-08	65.5%	0%	14.6%
HUDSON	BAYONNE CITY	<b>LINCOLN COMMUNITY SCHOOL #5</b>	17-0220-070	PK-08	62.1%	0%	15.9%
HUDSON	BAYONNE CITY	<b>WASHINGTON COMMUNITY SCHOOL #9</b>	17-0220-120	PK-08	62.1%	0.4%	22.4%
HUDSON	BAYONNE CITY	<b>WOODROW WILSON #10</b>	17-0220-130	PK-08	66.5%	0%	11.3%
MERCER	EWING TWP	<b>GILMORE J FISHER MIDDLE</b>	21-1430-060	06-08	48.7%	2%	21%
MONMOUTH	EATONTOWN BORO	<b>MEMORIAL MIDDLE SCHOOL</b>	25-1260-070	07-08	48.2%	0.9%	20.8%
MONMOUTH	NEPTUNE TWP	<b>NEPTUNE MIDDLE SCHOOL</b>	25-3510-055	06-08	64%	1.7%	21.8%
OCEAN	LAKEHURST BORO	<b>LAKEHURST ELEMENTARY SCHOOL</b>	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	<b>PINELANDS REGIONAL JUNIOR HIGH SCHOOL</b>	29-4105-060	07-09	41.9%	0.8%	21.1%
UNION	RAHWAY CITY	<b>RAHWAY 7TH &amp; 8TH GRADE ACADEMY</b>	39-4290-060	07-08	61.4%	3.3%	19.4%