



Benjamin Franklin Middle School
2016-2017


Grade Span 05-08

03-5150-060
BERGEN
TEANECK TWP
1315 TAFT ROAD
TEANECK, NJ 07666

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	98	120	109
6	115	111	129
7	109	116	111
8	123	109	120
Ungraded	49	48	49
Total	494	504	518

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	49%
Male	53%	52%	51%
Economically Disadvantaged Students	36%	44%	46%
Students with Disabilities	28%	31%	28%
English Learners	0%	1%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	39.4%
Hispanic	36.1%
White	12.0%
Asian	10.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

Enrollment by Home Language

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

Home Language	% of Students
English	84.4%
Spanish	10.0%
Arabic	1.0%
Other	4.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	350	96.2	50.90	57.30	54.90	50.9	52	Met Target†
White	37	93.7	54.00	63.60	63.90	54	76.2	Not Met
Hispanic	128	96.8	45.30	51.60	39.80	45.3	48.1	Met Target†
Black or African American	138	96.6	49.30	54.70	35.20	49.3	47.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	38	96.2	68.40	71.50	80.70	68.4	65.8	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	174	97.7	58.10	65.20	62.20	58.1		
Male	176	94.7	43.70	49.70	48.10	43.7		
Economically Disadvantaged Students	165	96.3	43.70	44.60	36.20	43.7	43	Met Target
Non-Economically Disadvantaged Students	185	96.1	57.30	64.70	65.80	57.3		
Students with Disabilities	123	93.0	15.40	*	20.50	15.2	18.1	Met Target†
Students without Disabilities	227	97.5	70.00	*	61.90	70		
English Learners	10	95.0	20.00	36.30	25.20	20	N	N
Non-English Learners	340	96.2	51.80	58.00	57.40	51.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	755	751	756	*	15%	28%	43%	*	54%	59%
White	19	767	764	763	*	*	*	53%	*	74%	69%
Hispanic	39	749	746	743	0%	*	31%	41%	*	49%	44%
Black or African American	43	751	743	740	*	*	30%	47%	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	62	767	764	761	*	*	21%	55%	*	71%	66%
Male	49	739	738	750	*	*	37%	29%	*	33%	53%
Economically Disadvantaged Students	52	747	739	740	*	*	37%	39%	*	42%	40%
Non-Economically Disadvantaged Students	59	761	760	765	*	*	20%	48%	*	64%	71%
Students with Disabilities	18	725	723	725	*	*	*	*	*	17%	22%
Students without Disabilities	93	760	760	762	*	*	*	*	*	61%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	745	750	752	*	24%	27%	36%	*	42%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	55	742	747	740	*	20%	35%	31%	*	35%	38%
Black or African American	50	739	745	736	*	32%	24%	34%	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	14	771	765	776	0%	*	*	*	*	79%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	70	752	755	758	*	14%	33%	40%	*	49%	61%
Male	62	738	745	746	*	36%	21%	31%	*	34%	46%
Economically Disadvantaged Students	65	742	744	737	*	28%	26%	37%	*	40%	34%
Non-Economically Disadvantaged Students	67	748	754	761	*	21%	28%	34%	*	43%	65%
Students with Disabilities	34	716	724	722	*	*	*	*	*	*	17%
Students without Disabilities	98	755	758	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	751	756	756	10%	15%	21%	34%	20%	54%	59%
White	14	762	765	764	0%	*	*	*	*	57%	69%
Hispanic	42	743	747	742	*	*	*	36%	*	45%	44%
Black or African American	41	750	756	737	*	*	*	39%	*	59%	38%
Asian, Native Hawaiian, or Pacific Islander	18	764	768	784	0%	*	*	*	*	61%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	55	753	762	764	*	*	*	31%	22%	53%	68%
Male	62	750	750	749	*	*	*	37%	18%	55%	51%
Economically Disadvantaged Students	48	740	748	739	*	*	23%	35%	*	44%	40%
Non-Economically Disadvantaged Students	69	759	761	766	*	*	20%	33%	*	61%	70%
Students with Disabilities	38	719	729	719	*	*	*	*	*	18%	19%
Students without Disabilities	79	767	767	763	*	*	*	*	*	71%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	756	757	757	9%	13%	19%	42%	17%	60%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	43	761	757	742	0%	*	28%	49%	*	65%	44%
Black or African American	53	745	747	738	*	21%	*	36%	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	59	766	766	766	*	*	17%	49%	*	73%	68%
Male	57	744	747	749	*	*	21%	35%	*	46%	50%
Economically Disadvantaged Students	44	746	746	739	*	*	*	55%	*	59%	40%
Non-Economically Disadvantaged Students	72	761	762	766	*	*	*	35%	*	60%	69%
Students with Disabilities	32	719	719	718	*	*	*	*	*	*	18%
Students without Disabilities	84	769	770	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

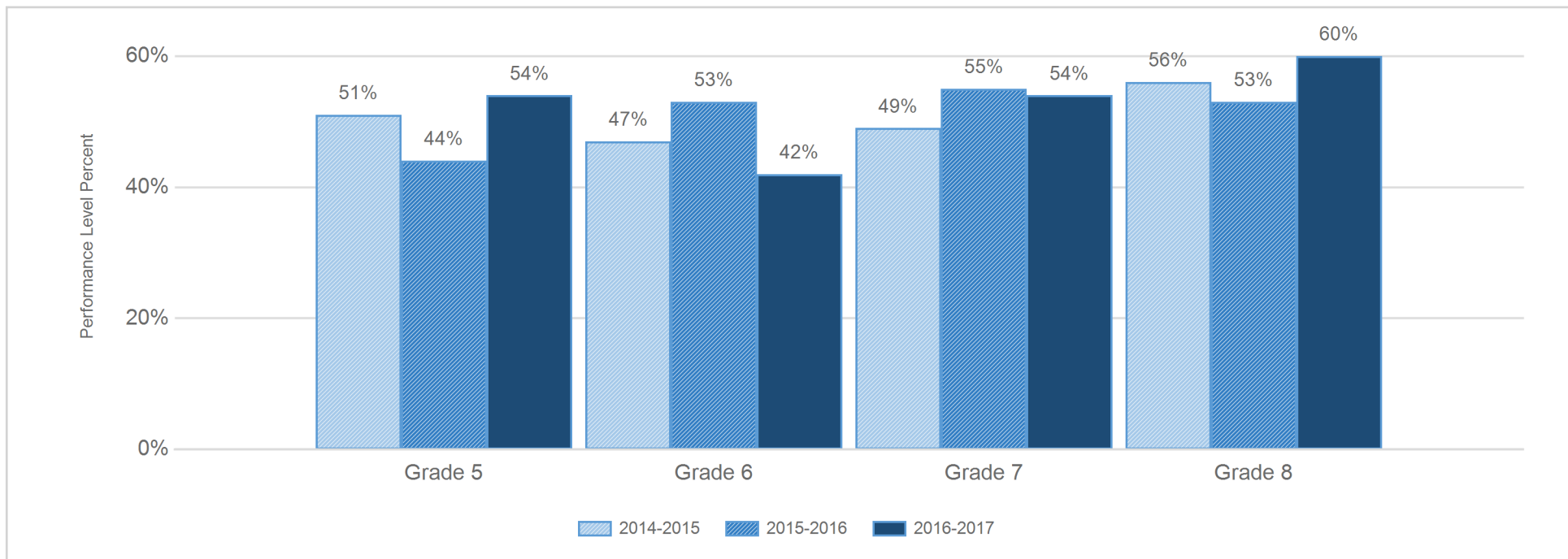


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	349	96.3	36.60	41.40	43.50	36.6	39.8	Met Target†
White	36	93.5	47.30	55.20	52.40	47.1	67.9	Not Met
Hispanic	128	96.8	32.00	38.60	27.60	32	37	Met Target†
Black or African American	138	96.6	29.70	31.50	21.70	29.7	32.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	38	98.1	60.50	63.80	75.60	60.5	61.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	174	97.7	36.70	41.40	44.10	36.7		
Male	175	95.0	36.50	41.30	42.90	36.5		
Economically Disadvantaged Students	164	96.2	28.60	30.20	25.10	28.6	31.5	Met Target†
Non-Economically Disadvantaged Students	185	96.4	43.80	47.90	54.30	43.8		
Students with Disabilities	122	92.9	11.50	17.00	16.50	11.2	13.4	Met Target†
Students without Disabilities	227	97.8	50.20	50.00	48.80	50.2		
English Learners	10	100.0	10.00	34.50	23.30	10	N	N
Non-English Learners	339	96.2	37.50	41.70	45.20	37.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	744	743	747	*	21%	43%	27%	*	33%	46%
White	19	757	753	754	0%	*	*	58%	*	63%	57%
Hispanic	39	736	737	735	*	*	67%	*	0%	10%	30%
Black or African American	43	741	738	729	*	26%	30%	33%	*	40%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	62	748	747	747	*	16%	39%	*	*	44%	47%
Male	49	738	738	746	*	27%	49%	*	*	20%	46%
Economically Disadvantaged Students	52	738	736	732	*	*	48%	*	*	23%	27%
Non-Economically Disadvantaged Students	59	748	748	756	*	*	39%	*	*	42%	59%
Students with Disabilities	18	727	726	725	*	*	*	*	*	*	19%
Students without Disabilities	93	747	748	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	730	737	743	*	40%	23%	22%	*	26%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	56	727	732	731	*	41%	27%	18%	*	21%	27%
Black or African American	50	721	730	724	*	50%	*	*	0%	14%	20%
Asian, Native Hawaiian, or Pacific Islander	14	756	756	771	0%	*	*	*	*	57%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	70	731	736	745	*	44%	21%	23%	*	27%	45%
Male	63	729	737	742	*	35%	25%	21%	*	24%	43%
Economically Disadvantaged Students	65	730	730	728	*	34%	*	17%	*	20%	24%
Non-Economically Disadvantaged Students	68	731	741	752	*	46%	*	27%	*	31%	56%
Students with Disabilities	34	712	719	717	*	*	*	*	*	*	13%
Students without Disabilities	99	736	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	736	739	741	*	21%	35%	29%	*	32%	40%
White	14	747	749	748	*	*	*	*	*	36%	49%
Hispanic	42	730	732	730	*	29%	36%	24%	*	24%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	19	751	755	764	*	*	*	*	*	53%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	55	737	742	743	*	22%	46%	22%	*	26%	41%
Male	63	735	737	740	*	21%	25%	35%	*	38%	38%
Economically Disadvantaged Students	48	727	731	729	*	31%	38%	*	*	17%	22%
Non-Economically Disadvantaged Students	70	742	744	749	*	14%	33%	*	*	43%	50%
Students with Disabilities	38	710	716	716	*	*	*	*	*	*	11%
Students without Disabilities	80	749	749	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	737	734	728	23%	*	19%	41%	*	44%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	47	726	726	715	36%	*	*	32%	*	34%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	50	738	737	730	24%	*	*	46%	*	48%	30%
Male	50	736	731	725	22%	*	*	36%	*	40%	26%
Economically Disadvantaged Students	41	738	732	719	*	*	*	51%	*	51%	19%
Non-Economically Disadvantaged Students	59	736	735	734	*	*	*	34%	*	39%	34%
Students with Disabilities	32	704	705	705	*	*	*	*	*	16%	*
Students without Disabilities	68	753	748	734	*	*	*	*	*	57%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	804	752	743	*	*	*	63%	*	100%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	16	804	*	747	*	*	*	63%	*	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	16	804	753	745	*	*	*	63%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

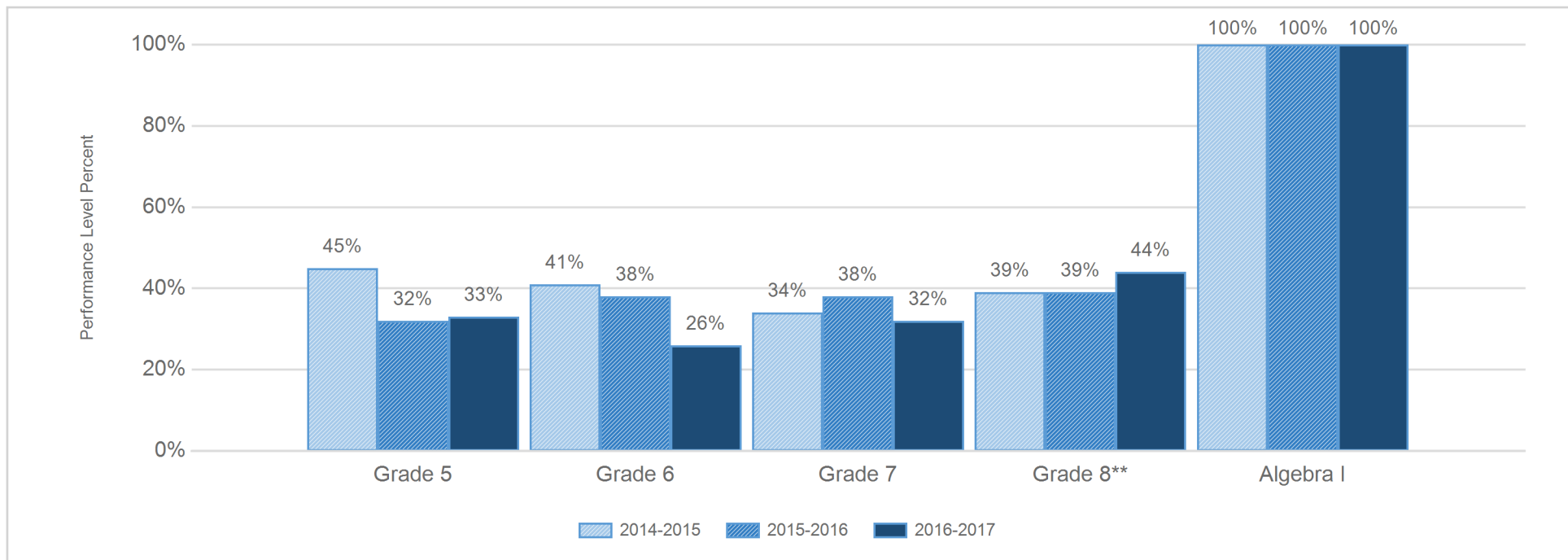


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Mathematics Assessment – Performance Trends

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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

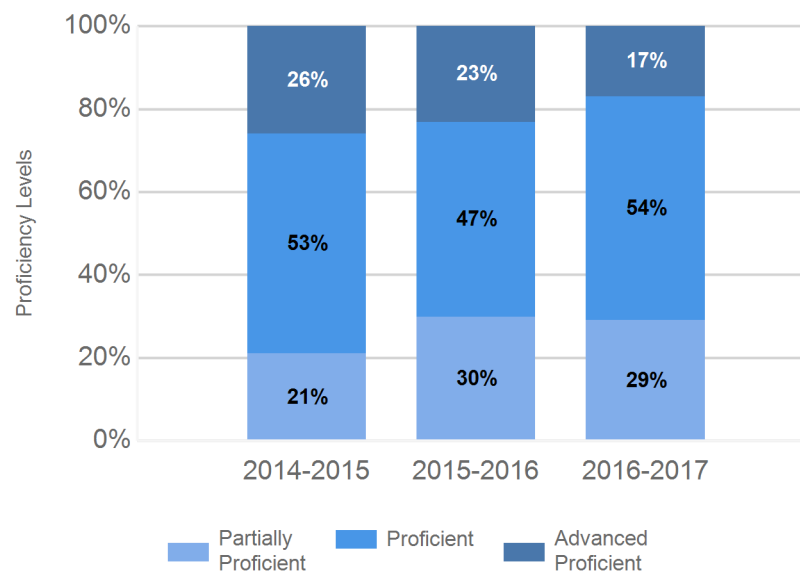
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	17%	54%	29%
White	*	39%	*
Hispanic	10%	75%	15%
Black or African American	20%	37%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	10%	52%	38%
Students with Disabilities	6%	31%	63%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	47.5	50	Met Target	36	39	50	Not Met
White	48	43.5	50	Met Target	*	45	52	**
Hispanic	42	46	49	Met Target	36	38	47	Not Met
Black or African American	42	48	45	Met Target	30.5	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	52.5	60	Exceeds Target	52.5	53	59	Met Target
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	47	47	Met Target	33	37	46	Not Met
Students with Disabilities	32	*	41	Not Met	32	*	43	Not Met
English Learners	*	53	53	**	*	48.5	51	**

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



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

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

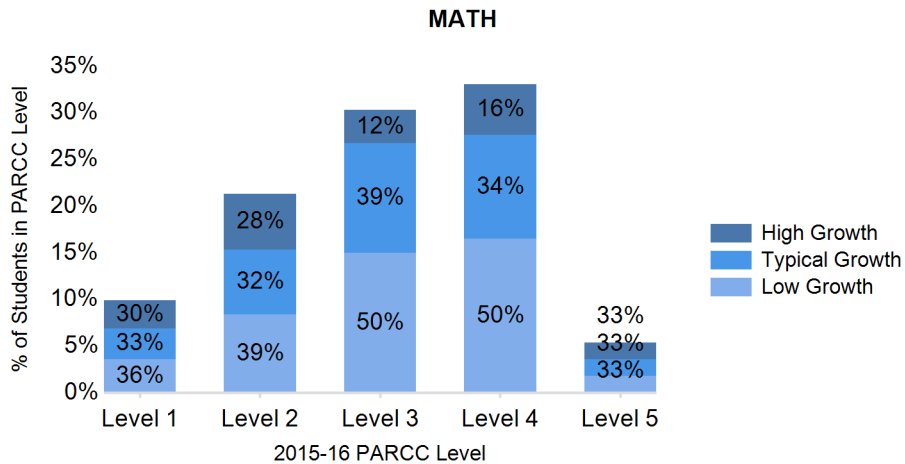
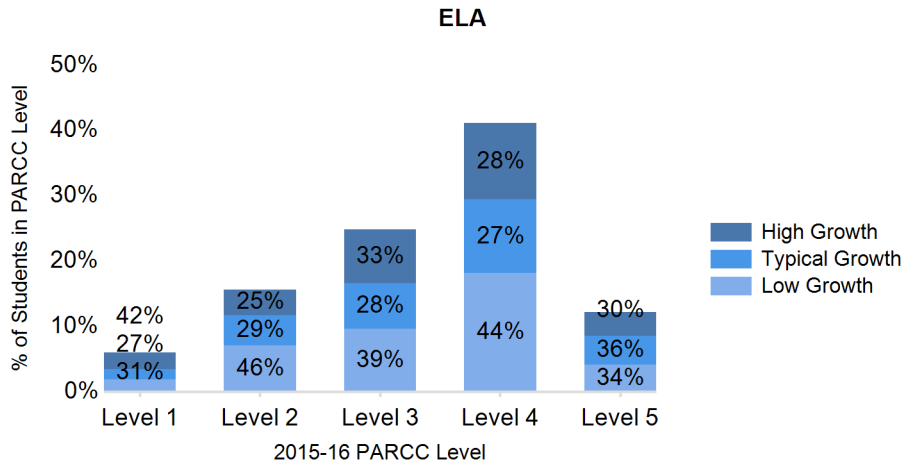
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

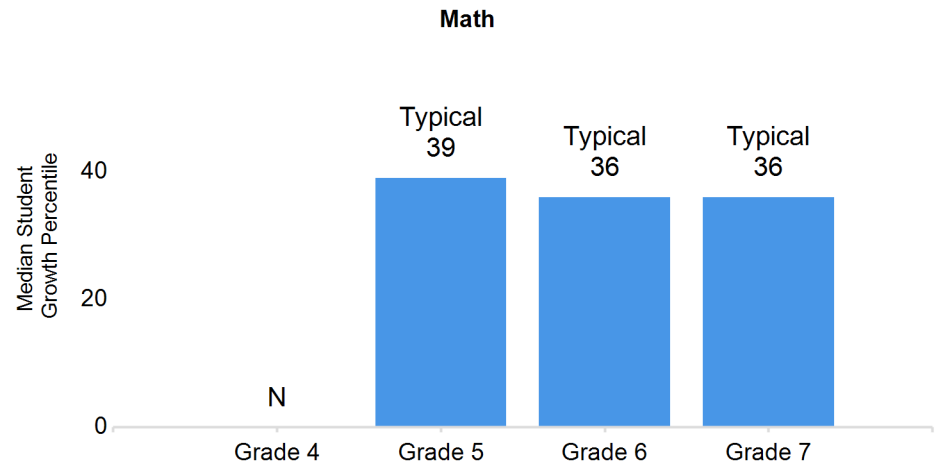
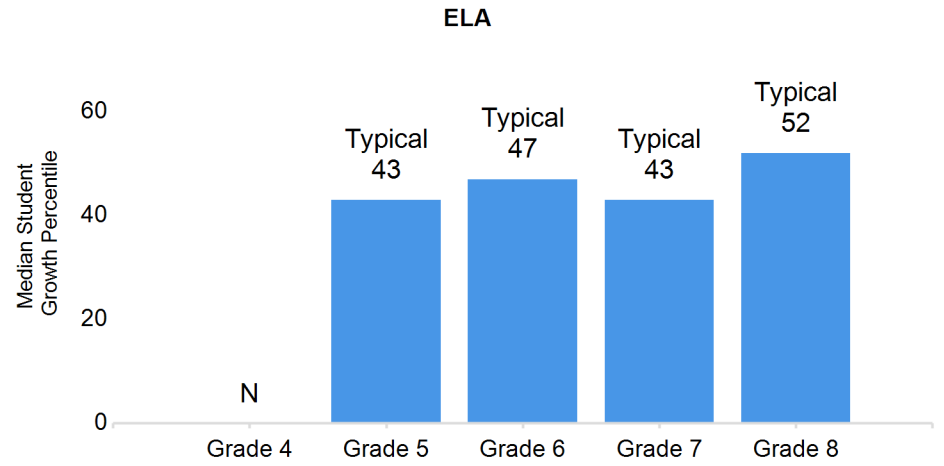
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	146
7	0	0	122
8	16	0	116
Schoolwide	16	0	384

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	139	0	0	0	0	0	0
7	45	76	0	0	0	0	0
8	69	62	0	0	0	0	0
Schoolwide	253	138	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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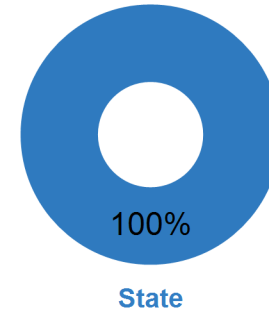
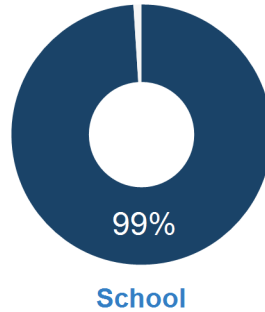
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Visual and Performing Arts – Course Participation

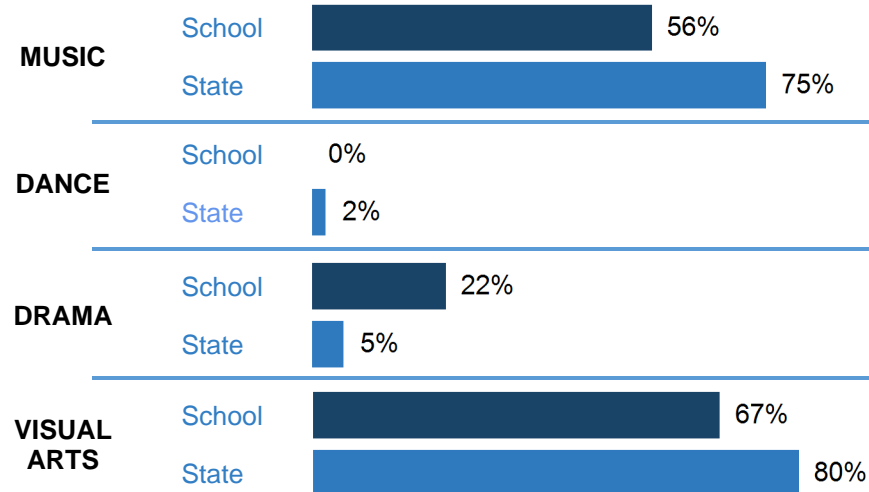
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

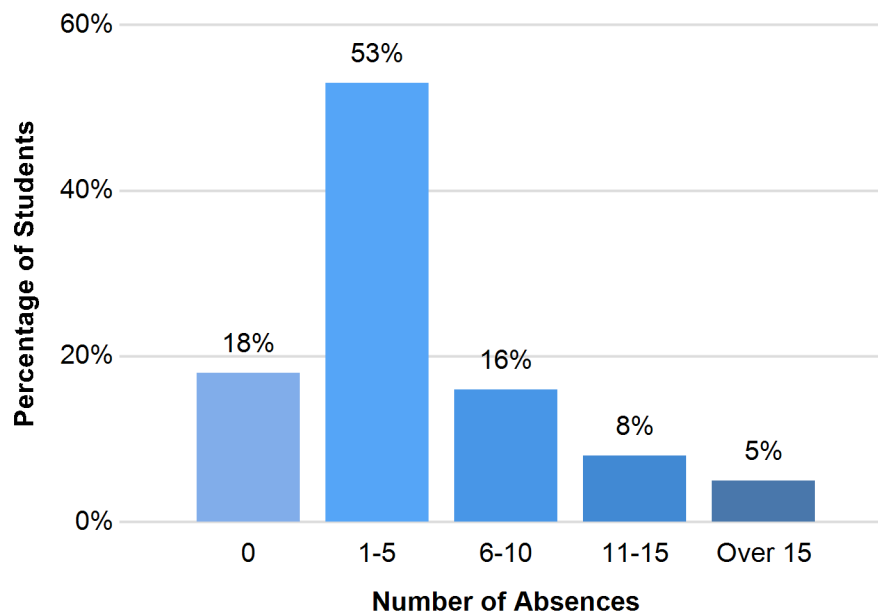
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.20	8.30	Met Target
White	6.20	8.30	Met Target
Hispanic	4.20	8.30	Met Target
Black or African American	1.90	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.90	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.70	8.30	Met Target
Students with Disabilities	9.00	8.30	Not Met
English Learners	N	**	**

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

Days Absent

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



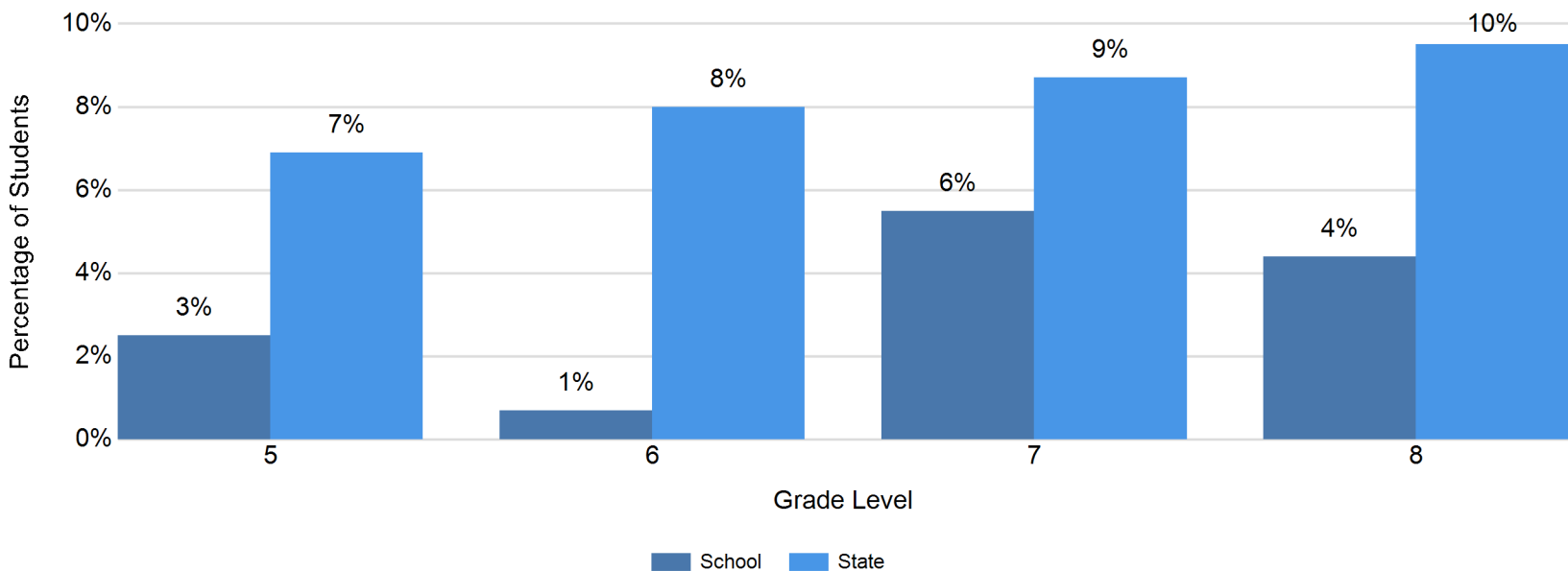


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.32

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.1%
Out-of-School Suspensions	11.0%
Any Suspension	14.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	28.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	173:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	37.2	17.5%
Mathematics Proficiency	30.0	17.5%
English Language Arts Growth	31.9	25.0%
Mathematics Growth	11.2	25.0%
Chronic Absenteeism	86.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.5
Summative Rating: Percentile rank of Summative Score		27.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
White	33.1	11.9	No	Not Met	Not Met	Met Target	Met Target	**	No
Hispanic	41.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	54.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	35.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	47.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	32.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Pitt	Email Address:	npitt@teaneckschools.org
Address:	1315 TAFT ROAD TEANECK, NJ 07666	Website:	www.teaneckschools.org
Phone:	(201)833-5451	Twitter:	https://twitter.com/TeaneckBFMS

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • BFMS students hosted a Night at the Museum which showcased student work. • The BFMS National Junior Honor Society raised money for Share Africa. • Students were publicly acknowledged daily for acts of kindness as a part of our PBSIS program.
 <p>Mission, Vision, Theme:</p>	<p>At BFMS, educators are committed to our students learning in a socially nurturing and intellectually challenging environment which fosters the development of 21st century learners and workers. We believe in a growth mindset. Our credo is as follows: We are Building. We are Focused. We are Motivated. We are Strong. We are BFMS...And Here We Grow.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>BFMS received a grant from the Bergen Utilities Authority. The principal received recognition at a black history month ceremony hosted by the Bergen County Executive's office. A literacy teacher presented at the National Council of Teachers of English. Two teachers represented the state of NJ as NatGeo Inquiry ambassadors for National Geographic. A student received the youth award for her community service efforts from Teaneck Comes Together.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our language arts curriculum seeks to foster the growth of critical readers, articulate speakers, and thoughtful writers. BFMS students read a true balance of informational and literary text. Our math curriculum is rigorous and evokes intellectual curiosity about the study of mathematics. Go Math and Connected Math are the primary resources. BFMS is implementing the NGSS in science classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cross-Country (Co-ed)</p> <p>The only team sport at BFMS is the Boys and Girls Cross Country Team. Our intramural program provides activities such as indoor soccer, volleyball, basketball, kickball, wiffleball, and other games to grades 5-8 once a week for 45 minutes after school. The program is fairly small since it is limited to students who have had a sports physical.</p>
 <p>Clubs and Activities:</p>	<p>BFMS has the following clubs: BF Achievers, 5th and 6th Grade Band, Chorus, Computer Club, Drama Club, DREAMS, Environmental Science Club, Jazz Band, Makerspace Club, National Junior Honor Society, Newspaper Club, Orchestra, Physical Education Intramurals, Student Council, Yearbook.</p>
 <p>Before and After School Programs:</p>	<p>We have a daily before school breakfast club, open to all students, whether or not they buy breakfast. Breakfast club is supervised by staff members. We also have a School Aged Child Care (SACC) program that runs everyday after school that is run by our Community Education Department. We also have a Title One after school program which focuses on providing additional support in language arts and math.</p>







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 <p>Staff and Professional Learning:</p>	<p>BFMS staff members met at least once a week for professional learning. Staff members participated in professional development related to but not limited to the following topics: growth mindset, effective organizational structures, strategies for active student engagement, staff engagement, cross-curricular incorporation of literacy strategies, data analysis/ disaggregation, and content specific training. PLCs met at least twice per month.</p>
 <p>Student Supports and Services:</p>	<p>ELLs received daily ESL instruction one or two periods a day. The ESL program lessons were aligned to the WIDA standards in the four domains as well as CCCS. The Child Study Team is responsible for receiving referrals for evaluations to determine eligibility for Special Education and Related Services, providing case management as well as serving as liaisons between teachers, administrators and parents. The TAG program provides support for students identified as academically gifted.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a physical education and health curriculum that helps students gain the knowledge, skills, and behaviors necessary to foster a healthy and active lifestyle. Students participate in a variety of individual and team sport activities as well as fitness assessments, cooperative and team building games. The health curriculum includes such topics as: mental/social health, nutrition, drug/alcohol education, anti-bullying, sexuality and family life.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTO organizes fundraisers to support field trips and provide additional technology to the school. The PTO also offers educational opportunities for students and families. BFMS has several parent events including: BF Envisions, Men's Day, Multicultural night, and a Parent Appreciation ceremony. BFMS partnered with the Coalition of 100 Black Women for our annual Women's day event. Parents and students can access grades online. Weekly correspondence is emailed to families.</p>



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Climate Surveys:

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

A school climate survey was given to teachers and students about their perceptions of relationships and the ways in which culture/race impact those interactions at BFMS. The survey was distributed once last year. Teachers were also asked to complete a survey regarding areas of strength and areas in need of refinement at BFMS.



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The BFMS staff is committed to forging positive relationships with families and offering support to students in need. BF Cares was a holiday drive which provided gifts for over 50 students from our teachers and community members. We partnered with the Center for Food Action to provide weekend snack packs for some of students. In celebration of parent involvement, we launched Parent University. This initiative offers "college degrees" to parents who attend school events. Parents receive certificates and awards at an appreciation ceremony at the end of the school year.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	19	17	18
1	64	66	66
2	65	66	62
3	74	62	73
4	65	63	66
Ungraded	15	28	33
Total	302	302	318

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	54%	49%	50%
Male	46%	51%	50%
Economically Disadvantaged Students	38%	41%	44%
Students with Disabilities	15%	21%	20%
English Learners	3%	5%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	41.8%
Black or African American	30.5%
White	12.6%
Asian	11.6%
Native Hawaiian or Pacific Islander	0.9%
American Indian or Alaska Native	0.6%
Two or More Races	1.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	19	17	18

Enrollment by Home Language

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

Home Language	% of Students
English	84.3%
Spanish	11.3%
Arabic	1.3%
Other	3.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	123	97.4	59.30	57.30	54.90	59.3	45.5	Met Target
White	13	88.2	69.20	63.60	63.90	63	**	**
Hispanic	48	98.3	52.10	51.60	39.80	52.1	39.1	Met Target
Black or African American	41	100.0	58.50	54.70	35.20	58.5	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	68.50	71.50	80.70	68.5	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	66	96.3	71.20	65.20	62.20	71.2		
Male	57	98.6	45.60	49.70	48.10	45.6		
Economically Disadvantaged Students	52	96.9	48.10	44.60	36.20	48.1	47.4	Met Target
Non-Economically Disadvantaged Students	71	97.7	67.60	64.70	65.80	67.6		
Students with Disabilities	28	93.7	42.90	*	20.50	42.1	24.8	Met Target
Students without Disabilities	95	98.3	64.20	*	61.90	64.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	40.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	764	756	749	*	*	23%	52%	*	65%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	28	751	746	734	*	*	*	46%	*	54%	35%
Black or African American	25	772	758	731	*	*	*	52%	*	72%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	42	768	767	754	*	*	*	50%	*	67%	55%
Male	29	756	746	745	*	*	*	55%	*	62%	46%
Economically Disadvantaged Students	29	757	741	731	*	*	*	52%	*	62%	31%
Non-Economically Disadvantaged Students	42	768	766	762	*	*	*	52%	*	67%	63%
Students with Disabilities	12	748	725	720	*	*	*	*	*	58%	24%
Students without Disabilities	59	767	765	755	*	*	*	*	*	66%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	756	753	753	*	*	33%	39%	*	52%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	29	747	751	740	*	*	*	41%	*	48%	40%
Black or African American	21	754	746	737	0%	*	48%	*	*	43%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	35	764	755	758	*	*	*	*	*	69%	61%
Male	32	747	752	749	*	*	*	*	*	34%	51%
Economically Disadvantaged Students	25	753	745	737	*	*	40%	*	*	40%	36%
Non-Economically Disadvantaged Students	42	758	758	764	*	*	29%	*	*	60%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	67	756	754	755	*	*	33%	39%	*	52%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



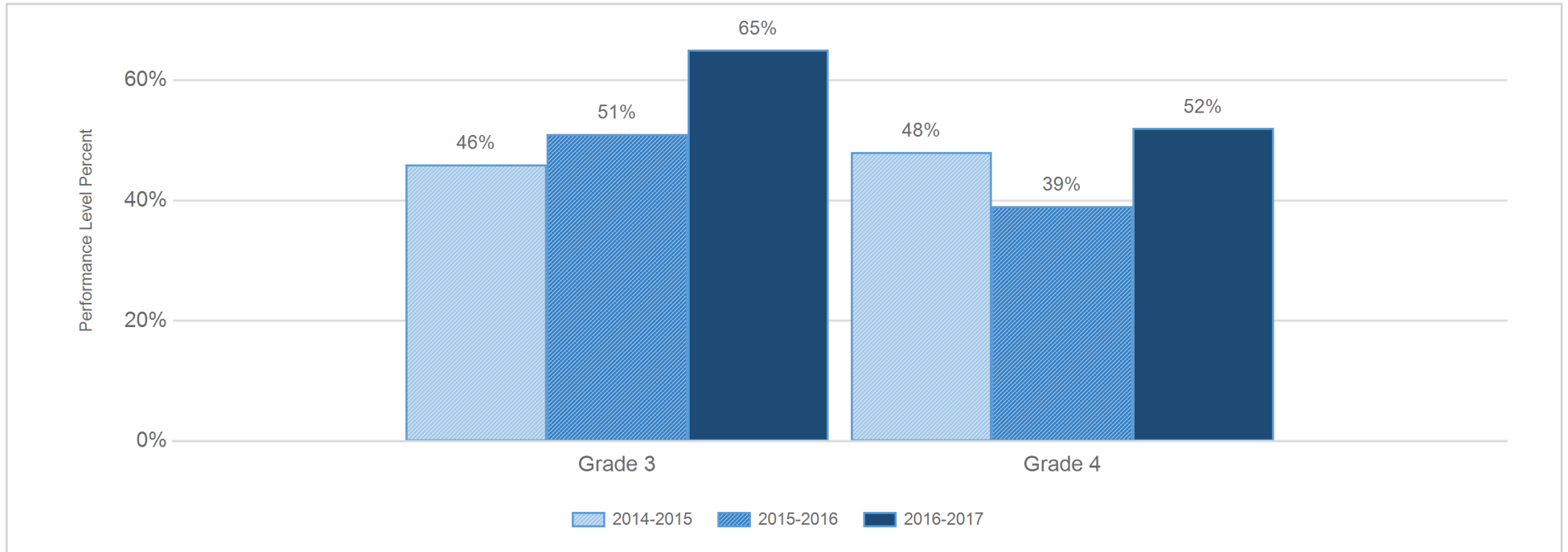
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	123	96.1	57.00	41.40	43.50	57	48.5	Met Target
White	13	88.2	76.90	55.20	52.40	69.9	**	**
Hispanic	48	95.1	45.80	38.60	27.60	45.8	45.3	Met Target
Black or African American	41	100.0	48.80	31.50	21.70	48.8	37.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.30	63.80	75.60	84.3	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	66	95.1	62.10	41.40	44.10	62.1		
Male	57	97.2	50.90	41.30	42.90	50.9		
Economically Disadvantaged Students	52	95.4	46.10	30.20	25.10	46.1	49.4	Met Target†
Non-Economically Disadvantaged Students	71	96.6	64.80	47.90	54.30	64.8		
Students with Disabilities	28	93.7	35.70	17.00	16.50	35.1	21.9	Met Target
Students without Disabilities	95	96.7	63.10	50.00	48.80	63.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	30.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	757	757	751	*	*	27%	49%	*	62%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	28	749	748	738	*	*	36%	46%	*	54%	37%
Black or African American	25	757	755	733	0%	*	*	48%	*	56%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	758	760	751	*	*	*	55%	*	64%	52%
Male	29	756	755	751	*	*	*	41%	*	59%	53%
Economically Disadvantaged Students	29	753	747	736	*	*	*	45%	*	55%	34%
Non-Economically Disadvantaged Students	42	760	763	761	*	*	*	52%	*	67%	65%
Students with Disabilities	12	749	733	729	*	*	*	*	*	42%	29%
Students without Disabilities	59	759	763	755	*	*	*	*	*	66%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	750	745	747	*	*	43%	39%	*	43%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	29	747	746	734	0%	*	62%	*	*	28%	30%
Black or African American	21	743	735	729	*	*	*	*	*	33%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	35	747	739	747	*	*	31%	43%	*	46%	47%
Male	32	753	750	747	*	*	56%	34%	*	41%	48%
Economically Disadvantaged Students	25	745	737	732	*	*	48%	*	*	32%	27%
Non-Economically Disadvantaged Students	42	753	750	757	*	*	41%	*	*	50%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	67	750	745	749	*	*	43%	39%	*	43%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



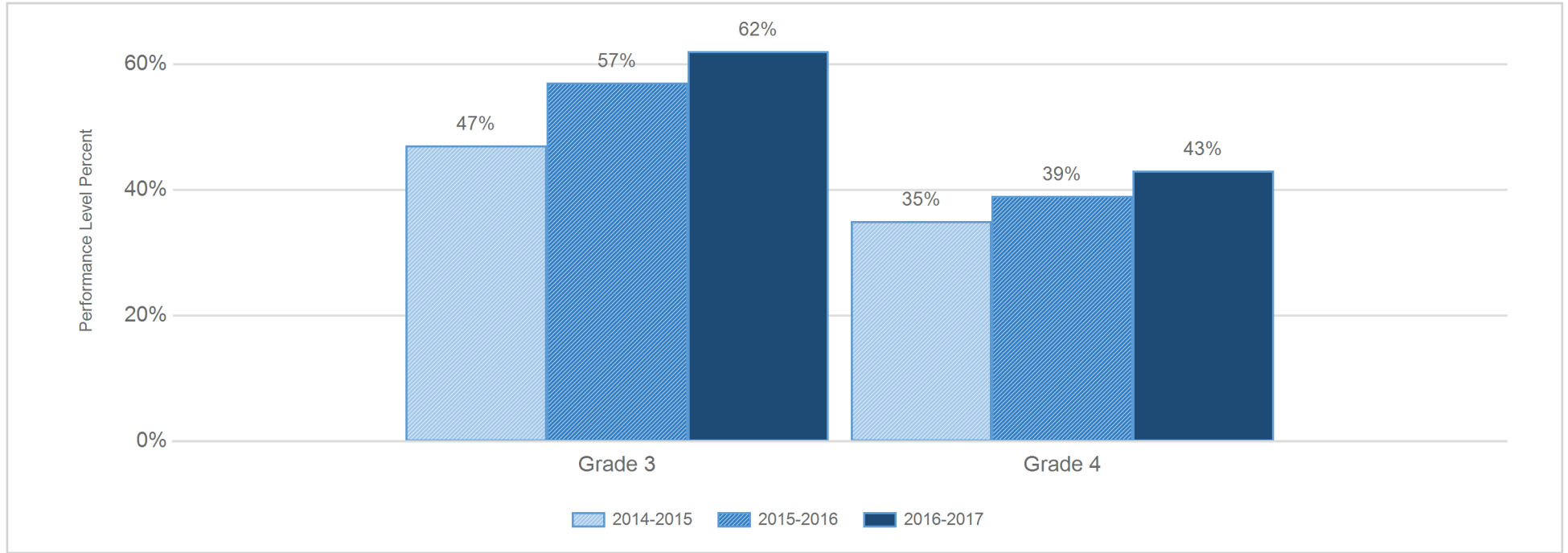
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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



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

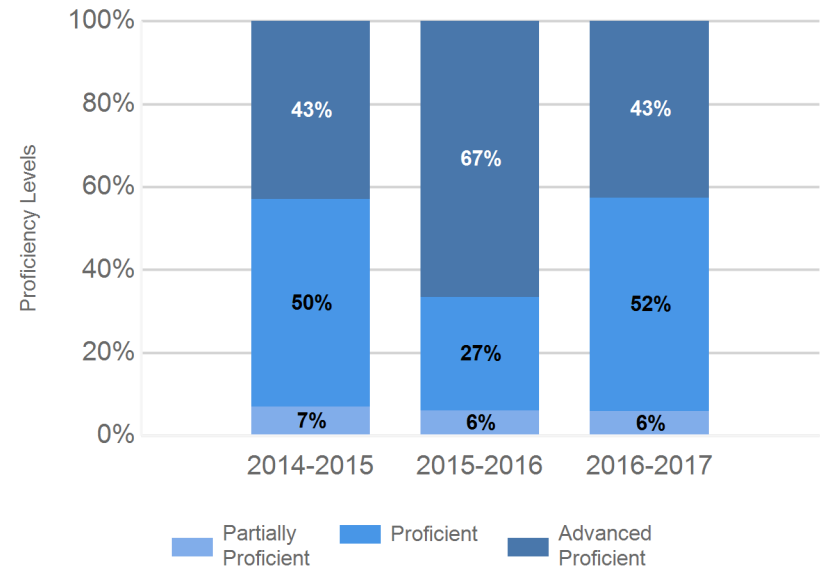
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	43%	52%	6%
White	*	27%	N
Hispanic	30%	67%	4%
Black or African American	36%	50%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	36%	57%	7%
Students with Disabilities	*	*	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	47.5	50	Met Target	41.5	39	50	Met Target
White	*	43.5	50	**	*	45	52	**
Hispanic	41	46	49	Met Target	49.5	38	47	Met Target
Black or African American	44	48	45	**	27	34	43	**
Asian, Native Hawaiian, or Pacific Islander	*	52.5	60	**	*	53	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	47	47	Met Target	43	37	46	Met Target
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	53	53	**	*	48.5	51	**

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



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

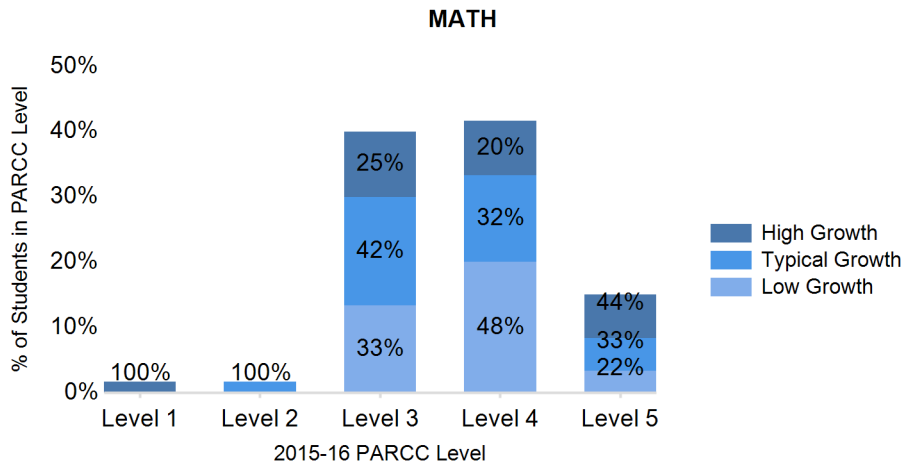
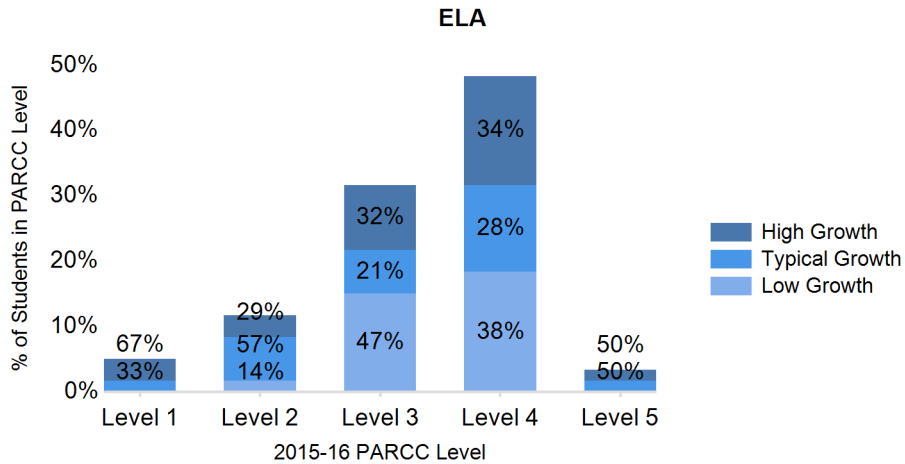
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

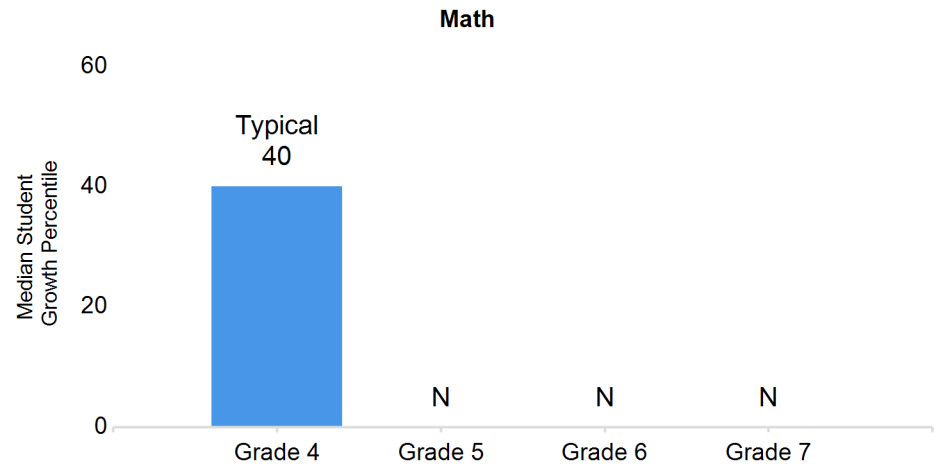
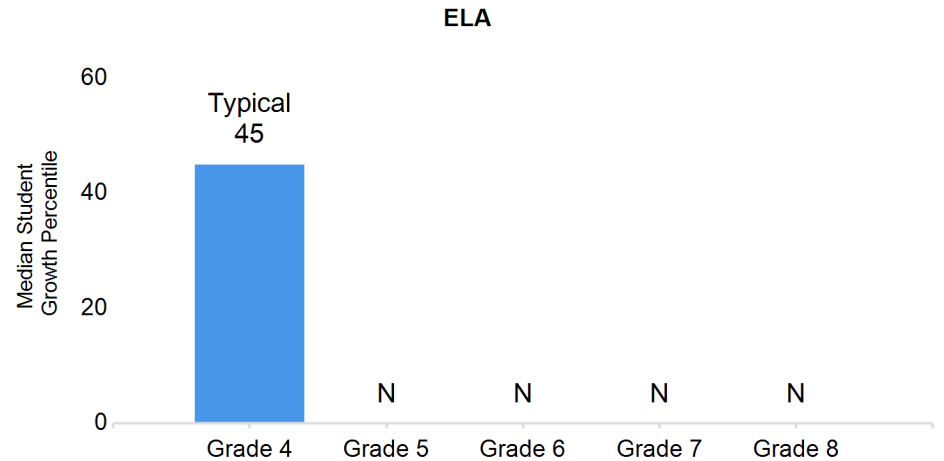
Student Growth by Performance Level

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



Student Growth by Grade

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



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

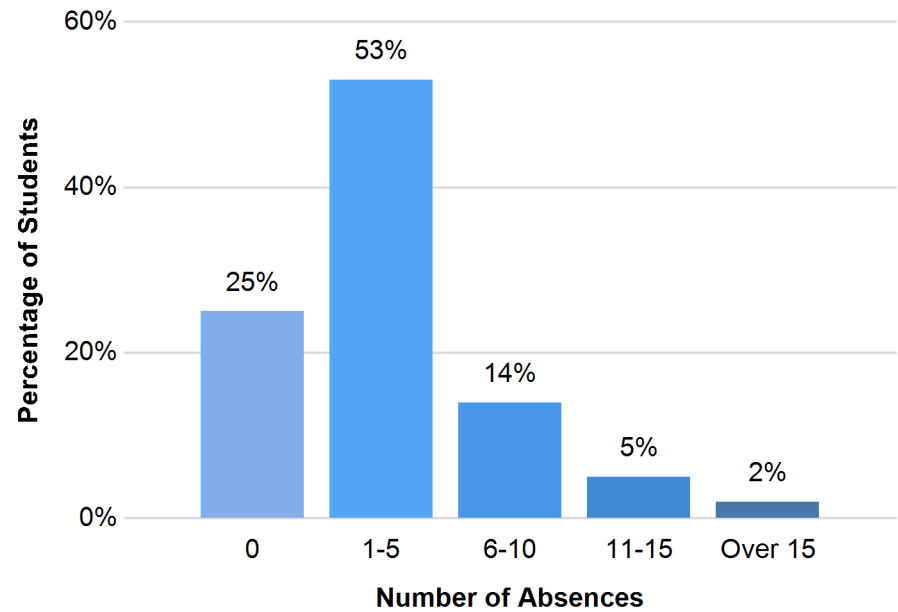
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	0.90	8.70	Met Target
White	2.40	8.70	Met Target
Hispanic	0.80	8.70	Met Target
Black or African American	0	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0.70	8.70	Met Target
Students with Disabilities	1.50	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



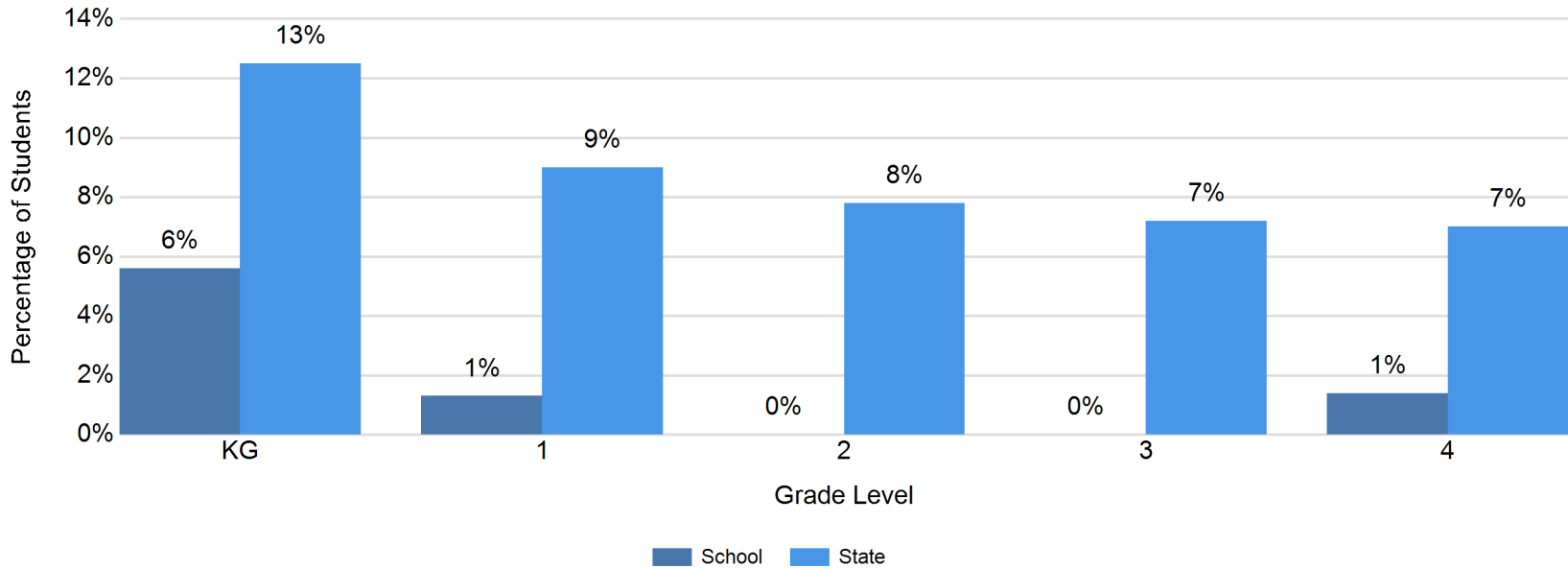


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.94

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	28.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	318:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	59.7	17.5%
Mathematics Proficiency	75.3	17.5%
English Language Arts Growth	27.1	25.0%
Mathematics Growth	31.6	25.0%
Chronic Absenteeism	98.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.1
Summative Rating: Percentile rank of Summative Score		54.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	53.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	61.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



James Russell Lowell Elementary School
2016-2017

Grade Span KG-04




03-5150-130
BERGEN
TEANECK TWP
1025 LINCOLN PLACE
TEANECK, NJ 07666

School General Info

Principal:	Mr. Green	Email Address:	angreen@teaneckschools.org
Address:	1025 LINCOLN PLACE TEANECK, NJ 07666	Website:	www.teaneckschools.org
Phone:	(201)833-5550		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Lowell staff members annually perform for students in Reader’s Theater in order to arouse excitement about reading. • The Summer Readathon Awards Ceremony is always the first school assembly, and it promotes in students a love of reading. • Students receive additional support in literacy and math instruction in the After-School Math and Literacy program.
 <p>Mission, Vision, Theme:</p>	<p>Every year James Russell Lowell elementary provides an educational foundation to over 300 students from backgrounds as diverse as Africa, Asia, the Caribbean, Eastern Europe, and Latin America. Named after the abolitionist poet of the Civil War era, its mission is to educate and mentor every child by instilling an enduring passion for learning, the practice of personal virtues, and an understanding of civic values so as to actualize our district’s motto – “that each may learn.”</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Lowell’s first-graders were selected in recent years to participate in the prestigious Mayor’s Book Club which also publicized the importance of reading to students and in the general community. Participation in the Mayor’s Book Club permitted Lowell teachers to discuss the technical aspects of reading instruction with professionals from Fairleigh Dickinson University, and students were also awarded \$1000 toward the purchase of classroom library books after reading the required number of books.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Lowell elementary provides a balanced literacy program that is aligned to the common core state standards by using assessment driven and differentiated instruction that reflect “best practices” in reading and language arts pedagogy. From kindergarten to the 4th grade level, teachers implemented the adopted Benchmark Literacy program into their reading workshops. The program provides precisely leveled texts and support for all students, including English language learners and striving readers.</p>
 <p>Sports and Athletics:</p>	<p>Lowell students have participated in Jump Rope for Heart which is a nationally educated fund-raising event that is sponsored by the American Heart Association and the Society of Health and Physical Educators. Jump Rope for Heart engages elementary students in jump roping while raising funds to support lifesaving heart research. This program teaches physical fitness and promotes the value of community service to students. It shows students that they can contribute to their community's welfare.</p>
 <p>Clubs and Activities:</p>	<p>Students at Lowell elementary enjoy participating in the Art Club, Big Brother and Big Sister Program, the Girl Scouts, and the Music Club.</p>
 <p>Before and After School Programs:</p>	<p>The Working Parents Association of Lowell School provides before and after school care based on a whole child approach. Teachers, administrators, counselors and support staff work together to meet the intellectual, social, behavioral and emotional needs of every child.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development has focused on closing the student achievement gap by facilitating teacher collaboration and focusing on assessment data to guide instructional changes. Data is linked to instructional strategies on a monthly basis and more frequently with low achieving students. Lowell has also invested a significant amount of time and effort on teacher professional development focused on literacy. Literacy coaches work with teachers to enrich reading skills and reading analysis.</p>
 <p>Student Supports and Services:</p>	<p>At Lowell school a range of supportive services are available to students. Identified students have access to Fast ForWord, a software program that targets the phonological causes of reading difficulties. Two literacy coaches and one math coach are employed to directly assist students and teachers. An ESL teacher, guidance counselor, and psychologist are available daily. An after school literacy and math program is offered, and students also benefit from a multi-tiered support system using RTI.</p>
 <p>Student Health and Wellness:</p>	<p>Lowell elementary provides a free and reduced cost Breakfast Program to students. Students regularly participate in physical education and every month students are motivated to perform fitness and competitive gym activities in order to win the much coveted Golden Sneaker Award.</p>
 <p>Parent and Community Involvement:</p>	<p>The Lowell PTO sponsors many fun and exciting events throughout the school year. The PTO has sponsored Pumpkin Celebrations, a Spelling Bee, the Lowell Book Fair, International Night, the Ice Cream Social, Movie Night, as well as Black history month activities. Lowell School also benefits from the reading volunteers at UJA/Bergen Reads, and children at Lowell School also participate in programs offered by the Girl Scouts of Bergen County, the Puffin Foundation, and Teaneck Community Education.</p>



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School Narrative

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



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Lowell School also meets the academic needs of students whose skill levels indicate that they require additional academic challenges through participation in the TAG (Teaneck Academically Gifted) Programs. TAG instruction encourages students to challenge their cognitive abilities as well as to explore the creative side of their personalities. All students in grades 3-4 are eligible to participate in the TAG program in literacy and mathematics. These programs provide learning opportunities that help students identify and nurture their academic gifts. Through seminars and specialized classes, TAG teachers provide an extension and enrichment of the instruction and materials presented in regular classroom settings. The Junior Great Books program, for example, is used to help students develop more advanced literacy skills such as reading analytically, thinking critically, and speaking and writing persuasively. By participating in discussions and shared inquiry, students learn to read for deeper understanding and learn to support their own interpretation of the text.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	17	18	18
1	66	72	67
2	83	69	71
3	82	85	59
4	90	80	87
Ungraded	33	48	54
Total	371	372	356

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	48%
Male	50%	49%	53%
Economically Disadvantaged Students	37%	44%	44%
Students with Disabilities	18%	22%	25%
English Learners	7%	11%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	41.3%
Black or African American	33.1%
White	13.5%
Asian	9.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	18	18	18

Enrollment by Home Language

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

Home Language	% of Students
English	82.0%
Spanish	11.5%
Urdu	2.2%
Arabic	1.1%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	147	95.6	47.60	57.30	54.90	47.6	49.7	Met Target†
White	18	87.5	50.00	63.60	63.90	45	49.4	Met Target†
Hispanic	55	96.9	41.80	51.60	39.80	41.8	46.8	Met Target†
Black or African American	56	97.2	46.40	54.70	35.20	46.4	46.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	94.1	68.80	71.50	80.70	67.9	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	67	91.8	58.20	65.20	62.20	55.5		
Male	80	98.9	38.80	49.70	48.10	38.8		
Economically Disadvantaged Students	58	97.1	31.10	44.60	36.20	*	45.7	Not Met
Non-Economically Disadvantaged Students	89	94.5	58.40	64.70	65.80	*		
Students with Disabilities	41	98.1	*	*	20.50	*	11.9	Met Target†
Students without Disabilities	106	94.5	*	*	61.90	*		
English Learners	14	100.0	50.00	36.30	25.20	50	**	**
Non-English Learners	133	95.0	47.40	58.00	57.40	47.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	749	756	749	*	*	26%	33%	*	43%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	29	739	746	734	*	*	*	*	*	35%	35%
Black or African American	23	749	758	731	*	*	*	*	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	32	765	767	754	*	0%	*	38%	*	56%	55%
Male	40	737	746	745	*	28%	*	30%	*	33%	46%
Economically Disadvantaged Students	25	727	741	731	*	*	*	*	*	20%	31%
Non-Economically Disadvantaged Students	47	761	766	762	*	*	*	*	*	55%	63%
Students with Disabilities	20	711	725	720	*	*	*	*	*	*	24%
Students without Disabilities	52	764	765	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	747	753	753	*	20%	24%	40%	*	48%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	31	751	751	740	*	*	*	45%	*	52%	40%
Black or African American	43	744	746	737	*	26%	26%	33%	*	42%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	751	755	758	*	*	*	50%	*	57%	61%
Male	49	744	752	749	*	*	*	31%	*	41%	51%
Economically Disadvantaged Students	36	742	745	737	*	*	33%	*	*	36%	36%
Non-Economically Disadvantaged Students	57	751	758	764	*	*	18%	*	*	56%	69%
Students with Disabilities	24	720	*	725	*	*	*	*	*	*	25%
Students without Disabilities	69	757	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

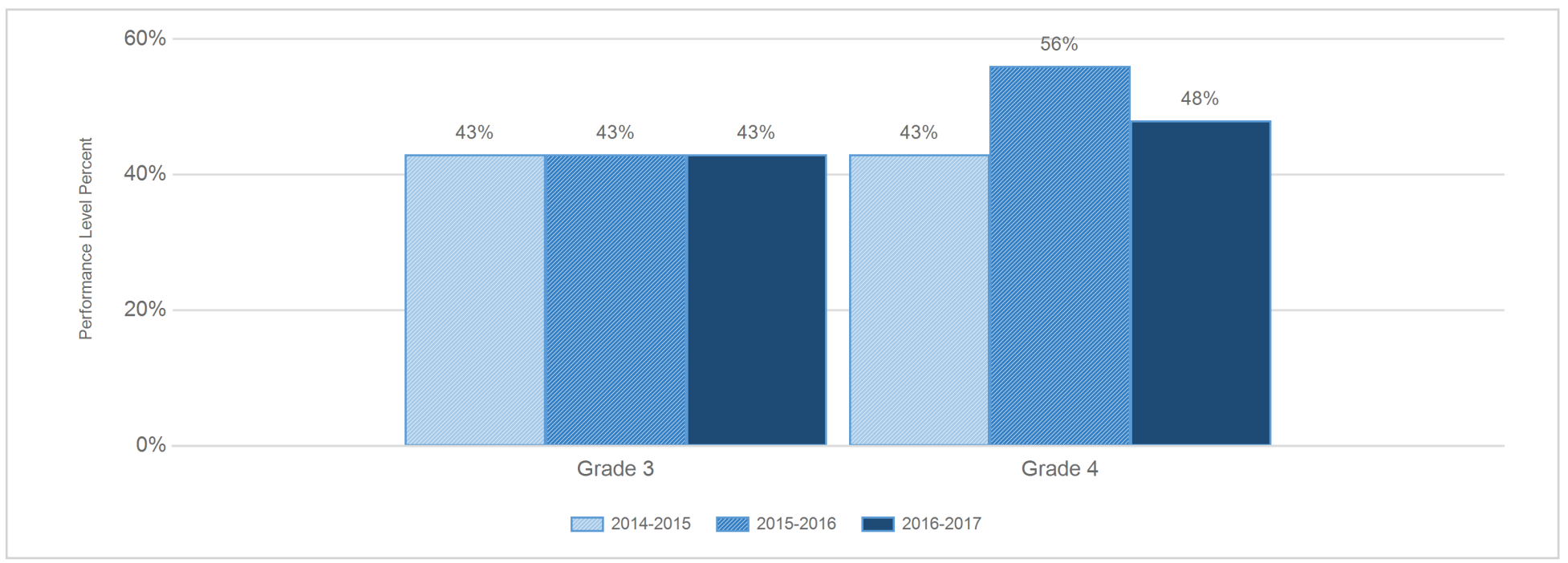


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	147	95.0	44.20	41.40	43.50	44.2	46.1	Met Target†
White	18	87.5	50.00	55.20	52.40	45	40.4	Met Target
Hispanic	55	96.9	43.60	38.60	27.60	43.6	52.5	Met Target†
Black or African American	56	95.8	35.70	31.50	21.70	35.7	39.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	94.1	75.10	63.80	75.60	74.1	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	67	91.8	43.30	41.40	44.10	41.2		
Male	80	97.9	45.00	41.30	42.90	45		
Economically Disadvantaged Students	58	95.7	29.30	30.20	25.10	*	44	Not Met
Non-Economically Disadvantaged Students	89	94.5	54.00	47.90	54.30	*		
Students with Disabilities	41	96.2	12.20	17.00	16.50	12.2	17.2	Met Target†
Students without Disabilities	106	94.5	56.60	50.00	48.80	55.9		
English Learners	14	100.0	57.10	34.50	23.30	57.1	**	**
Non-English Learners	133	94.4	42.90	41.70	45.20	42.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	752	757	751	*	*	26%	39%	15%	54%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	29	745	748	738	*	*	35%	35%	*	41%	37%
Black or African American	23	750	755	733	*	*	*	*	*	52%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	32	757	760	751	*	*	*	38%	*	59%	52%
Male	40	748	755	751	*	*	*	40%	*	50%	53%
Economically Disadvantaged Students	25	740	747	736	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	47	759	763	761	*	*	*	*	*	64%	65%
Students with Disabilities	20	719	733	729	*	*	*	*	*	15%	29%
Students without Disabilities	52	765	763	755	*	*	*	*	*	69%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	737	745	747	*	30%	25%	33%	*	35%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	31	745	746	734	*	*	*	48%	0%	48%	30%
Black or African American	42	732	735	729	*	41%	26%	26%	*	26%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	734	739	747	*	36%	27%	23%	*	27%	47%
Male	48	741	750	747	*	25%	23%	42%	*	42%	48%
Economically Disadvantaged Students	35	733	737	732	*	31%	37%	*	*	23%	27%
Non-Economically Disadvantaged Students	57	740	750	757	*	30%	18%	*	*	42%	61%
Students with Disabilities	23	717	*	724	*	*	*	*	*	*	22%
Students without Disabilities	69	744	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



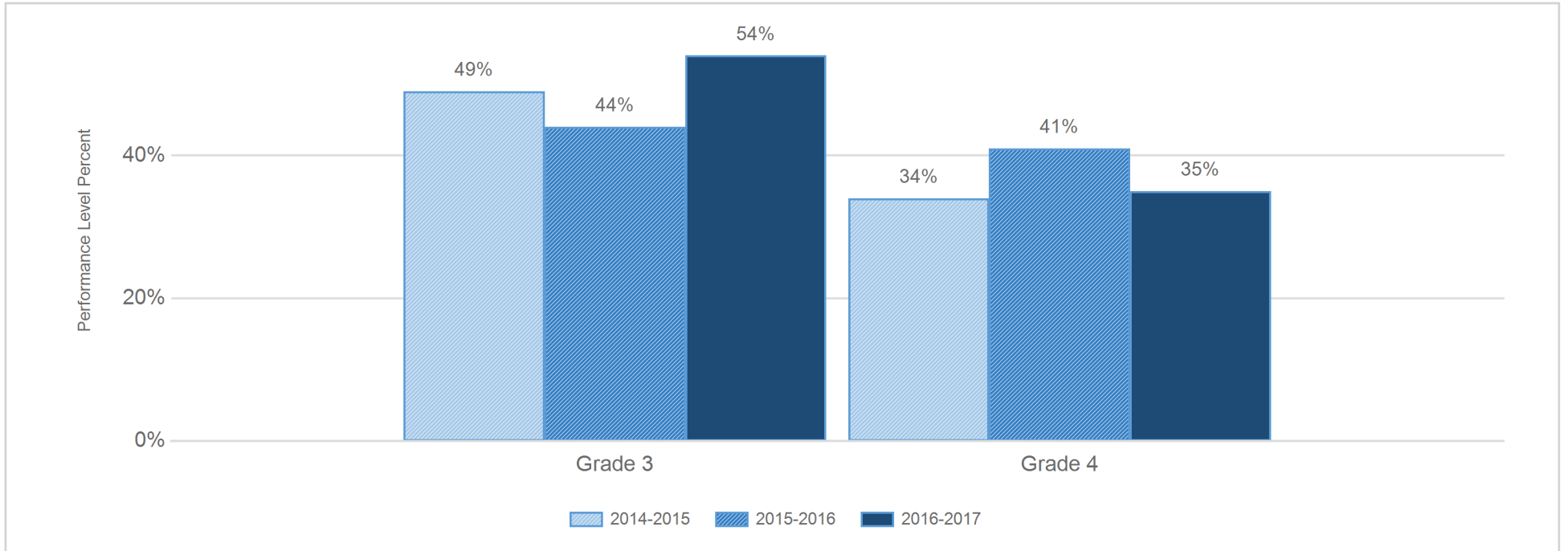
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

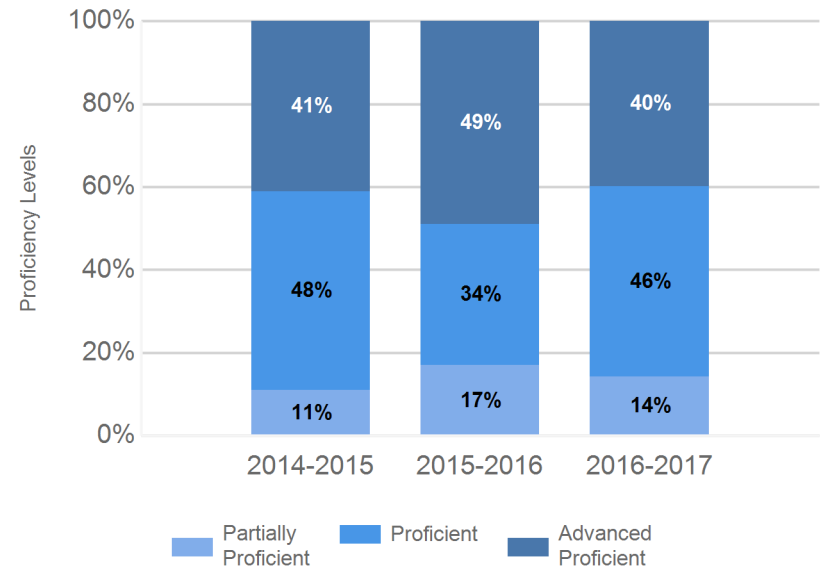
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	40%	46%	14%
White	*	25%	*
Hispanic	53%	33%	13%
Black or African American	26%	60%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	33%	46%	21%
Students with Disabilities	19%	67%	14%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42.5	47.5	50	Met Target	34	39	50	Not Met
White	*	43.5	50	**	*	45	52	**
Hispanic	55	46	49	Met Target	35	38	47	Not Met
Black or African American	33	48	45	Not Met	23	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	52.5	60	**	*	53	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45.5	47	47	Met Target	39	37	46	Not Met
Students with Disabilities	30.5	*	41	Not Met	19.5	*	43	Not Met
English Learners	*	53	53	**	*	48.5	51	**

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



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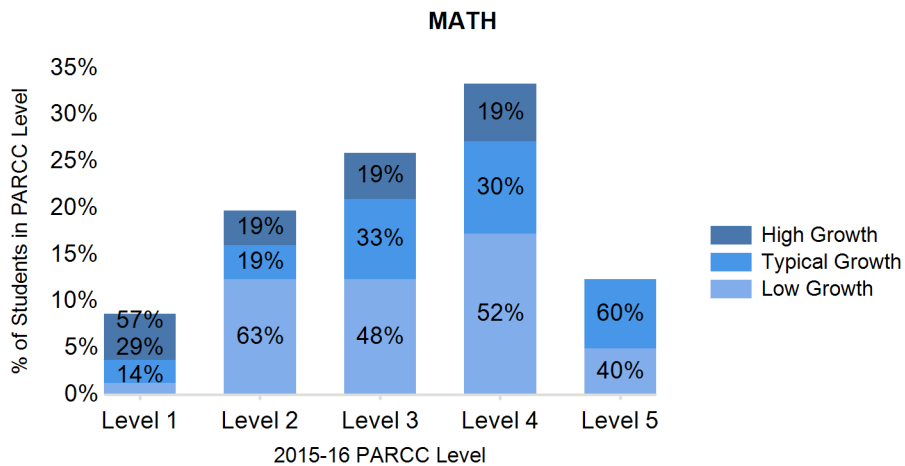
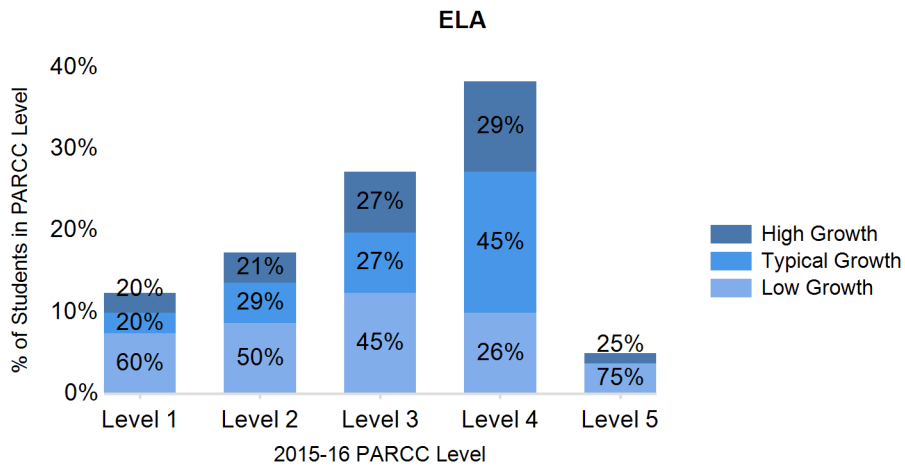
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

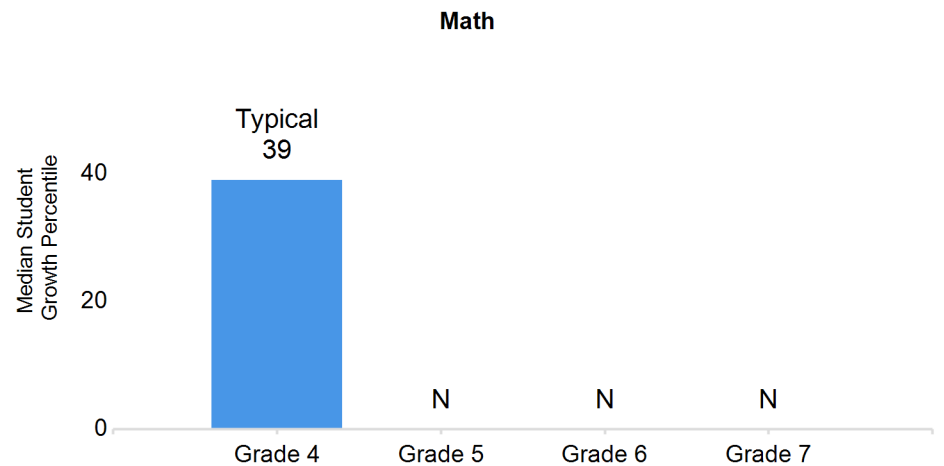
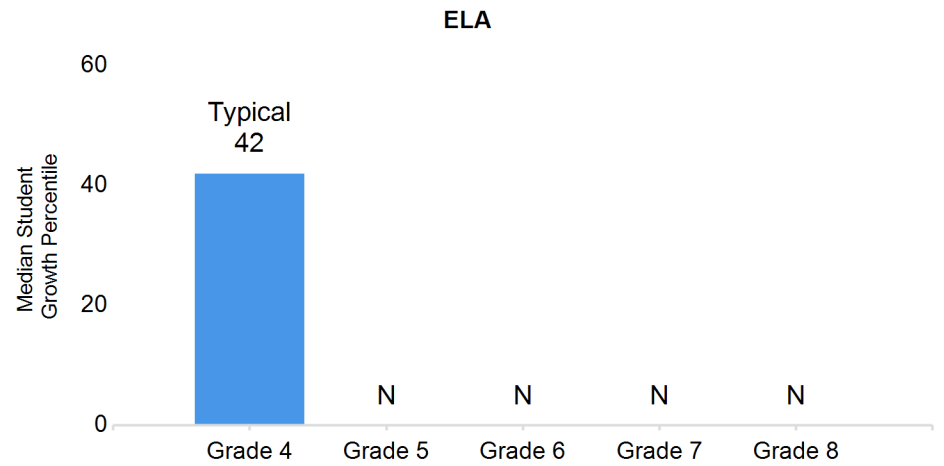
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

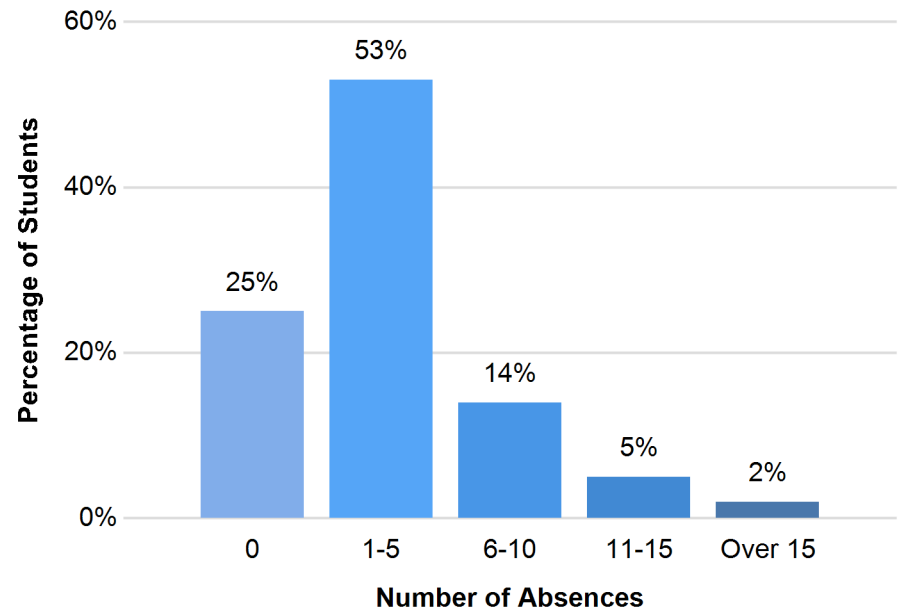
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.90	8.70	Met Target
White	3.90	8.70	Met Target
Hispanic	2.70	8.70	Met Target
Black or African American	0.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.50	8.70	Met Target
Students with Disabilities	4.20	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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





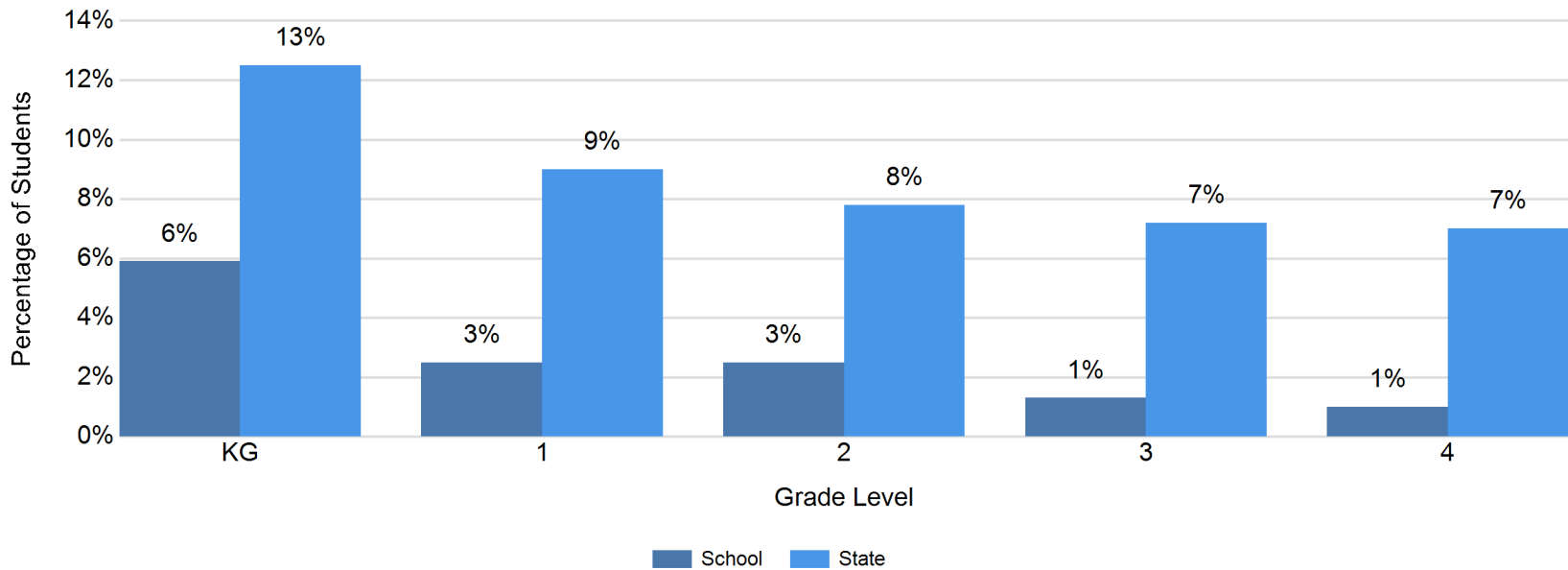
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.6:1	28.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	356:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.0	17.5%
Mathematics Proficiency	44.7	17.5%
English Language Arts Growth	24.2	25.0%
Mathematics Growth	6.7	25.0%
Chronic Absenteeism	96.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.1
Summative Rating: Percentile rank of Summative Score		26.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
White	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Hispanic	57.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	47.7	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.6	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	28.6	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Valdes	Email Address:	pvaldes@teaneckschools.org
Address:	491 W ENGLEWOOD AVENUE TEANECK, NJ 07666	Website:	www.teaneckschools.org
Phone:	(201)833-5535	Twitter:	https://twitter.com/teaneckwhittier

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Is proudly affiliated with the National Elementary Honor Society. • Curriculum includes Balanced Literacy, Go Math and Next Gen Science Standards. • Introduced 4th grade Ambassadors and Mentors, Advance Art and Native Language Spanish Classes.
 <p>Mission, Vision, Theme:</p>	<p>Committed to creating a safe, nurturing environment that encourages students to accept and find the best in themselves and others, challenge students to reach their full academic and personal potential and install a sense of responsibility and respect for themselves, school and community. A diverse curriculum is critical for the development of well-rounded students. All dimensions of a child’s growth: social, emotional, physical and intellectual is valued.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Implemented a number of after-school Math & Literacy programs to provide supplemental academic support to students. Now proudly affiliated with the National Elementary Honor Society. Established a mentoring/volunteer program with the Fairleigh Dickinson Men’s Soccer Team. Worked closely with The Safe kids Bergen County, Teaneck Police and Fire Department, EZ Ride Safe Routes to School and Hackensack University Medical Center to offer a variety of school to community programs.</p>





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

 <p>Courses, Curriculum, Instruction:</p>	<p>In accordance with the New Jersey State Standards the Whittier Elementary School and The Teaneck School District have adopted the Go Math 2012, Science Dimensions and Balanced Literacy Programs as curriculums. An Advanced Art and Native Language Spanish Speaker class have been added for 4th gr. students. TAG continues to introduce students to project based learning activities that encourage global and higher order thinking. JGWES is now affiliated with the National Elementary Honors Society.</p>
 <p>Before and After School Programs:</p>	<p>JGWES has implemented a number of after-school Math & Literacy programs that allow students supplemental academic support in both math and literacy by incorporating teacher best practices, technology and multi-sensory strategies. Students are chosen for these programs based on a range of criteria including, but not limited to, teacher recommendation, PARCC scores Level 2 or 3 on the Mathematics and/or English Language Arts assessments (Grade 4) etc.</p>







**John Greenleaf Whittier Elementary School
2016-2017**

Grade Span KG-04

03-5150-150
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491 W ENGLEWOOD AVENUE
TEANECK, NJ 07666

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Focused on math curriculum revision, pacing, policies for gifted and talented students, strategies to increase student achievement, identification/assistance to struggling readers through multi-sensory techniques to reduce student stress. Additional opportunities for staff to learn techniques through observation and modeling for fellow colleagues were instituted. Grade level meetings were created to be teacher center, teacher created, and allowed for frequent collegial dialogue.</p>
 <p>Student Supports and Services:</p>	<p>Offers a diverse selection of programs to match the diverse need of its students. Students that are new to the English language are offered English Language Learners classes that assist with the acquisition of the target Language. Students with IEP's are afforded a multitude of classrooms to meet their specific classifications: Learning Language Disabled, Multiply Disabled, Behavior Disorder and Resource. The Outreach Counselor and Child Study Team offer individual and group counseling.</p>
 <p>Student Health and Wellness:</p>	<p>JGWES students receive physical education and recess on a regular basis, a healthy lifestyle is a focus on a daily basis. Wednesday's are designated as Wellness Wednesday's where healthy lifestyle choices are shared on the morning announcements on a weekly basis. Assembly programs were presented to students throughout the course of the year that focused specifically on exercise, diet, healthy habits etc.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Teacher Organization assisted in a variety of ways: Spring Someone Special Dance, 3rd/4th grade ice cream social, movie nights, book fairs, fall festival and the 4th Grade trip to Fountain Springs Country Club. They contributed to many of our student field trips ie. Metropolitan Museum of Art, Newark Museum and Storm King. Partnerships were created with the Bergen Reads, Fairleigh Dickinson University Men's Soccer Team. Hackensack University Medical Center, Teaneck Police and Fire Dept.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate survey was distributed at the end of the 2016-2017 school year. The creation of a PBIS (Positive Behavior Intervention Services) program was established and will be introduced in 2017 to address some of the areas of focus as identified by the survey results.</p>
 <p>Facilities:</p>	<p>The Whittier Elementary School was built in 1923 at 421 West Englewood Avenue, named after Mr. John Greenleaf Whittier a "Fireside Poet". The school is currently home to over 375 students from a variety of different backgrounds creating a very diverse population. Whittier School underwent a transformation with the completion of an addition in 1997-1998 which added additional classrooms, a new library/media center and cafeteria.</p>



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	19	18	19
1	55	81	55
2	77	61	78
3	83	69	63
4	92	77	78
Ungraded	25	28	22
Total	351	334	315

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	34%	37%	41%
Students with Disabilities	19%	20%	20%
English Learners	3%	8%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	36.8%
Black or African American	28.6%
Asian	16.8%
White	14.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	20	18	19

Enrollment by Home Language

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

Home Language	% of Students
English	87.0%
Spanish	5.7%
Urdu	2.2%
Arabic	1.9%
Other	3.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	118	98.0	56.80	57.30	54.90	56.8	65.7	Not Met
White	13	100.0	77.00	63.60	63.90	77	**	**
Hispanic	48	98.4	45.80	51.60	39.80	45.8	62.1	Not Met
Black or African American	36	97.6	47.30	54.70	35.20	47.3	52.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.30	71.50	80.70	83.3	N	N
American Indian or Alaska Native	*	*	*	37.50	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	52	100.0	57.70	65.20	62.20	57.7		
Male	66	96.3	56.10	49.70	48.10	56.1		
Economically Disadvantaged Students	46	100.0	34.80	44.60	36.20	34.8	55.8	Not Met
Non-Economically Disadvantaged Students	72	96.5	70.80	64.70	65.80	70.8		
Students with Disabilities	29	100.0	37.90	*	20.50	37.9	44.4	Met Target†
Students without Disabilities	89	97.4	62.90	*	61.90	62.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	40.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	757	756	749	*	*	25%	45%	*	55%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	23	750	746	734	0%	*	*	48%	0%	48%	35%
Black or African American	19	752	758	731	*	*	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	26	767	767	754	*	*	*	54%	*	65%	55%
Male	34	749	746	745	*	*	*	38%	*	47%	46%
Economically Disadvantaged Students	22	736	741	731	*	*	*	*	*	36%	31%
Non-Economically Disadvantaged Students	38	769	766	762	*	*	*	*	*	66%	63%
Students with Disabilities	10	725	725	720	*	*	*	*	*	20%	24%
Students without Disabilities	50	763	765	755	*	*	*	*	*	62%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	758	753	753	*	*	27%	42%	16%	58%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	36	755	751	740	*	*	36%	36%	*	50%	40%
Black or African American	20	744	746	737	*	*	*	*	*	45%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	38	751	755	758	*	*	*	45%	*	55%	61%
Male	43	764	752	749	*	*	*	40%	*	61%	51%
Economically Disadvantaged Students	36	744	745	737	*	*	*	33%	*	39%	36%
Non-Economically Disadvantaged Students	45	769	758	764	*	*	*	49%	*	73%	69%
Students with Disabilities	19	743	*	725	*	*	*	*	*	42%	25%
Students without Disabilities	62	763	*	759	*	*	*	*	*	63%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

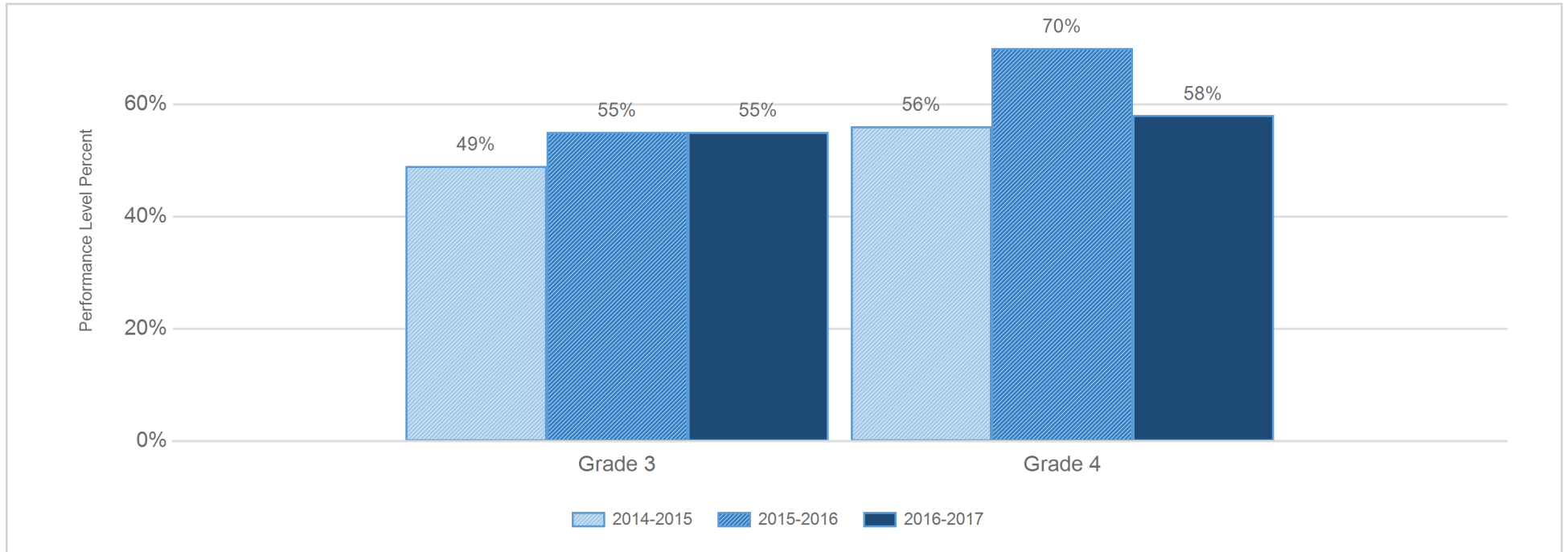


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	118	98.0	56.80	41.40	43.50	56.8	56.9	Met Target†
White	13	100.0	77.00	55.20	52.40	77	N	N
Hispanic	48	98.4	45.90	38.60	27.60	45.9	54.4	Met Target†
Black or African American	36	97.6	47.30	31.50	21.70	47.3	46.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.30	63.80	75.60	83.3	N	N
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	52	100.0	50.00	41.40	44.10	50		
Male	66	96.4	62.20	41.30	42.90	62.2		
Economically Disadvantaged Students	45	100.0	44.40	30.20	25.10	44.4	45	Met Target†
Non-Economically Disadvantaged Students	73	96.7	64.40	47.90	54.30	64.4		
Students with Disabilities	29	100.0	41.30	17.00	16.50	41.3	39.6	Met Target
Students without Disabilities	89	97.5	61.80	50.00	48.80	61.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	30.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	762	757	751	*	*	33%	41%	20%	61%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	23	753	748	738	0%	*	*	57%	0%	57%	37%
Black or African American	19	760	755	733	*	*	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	26	765	760	751	*	*	*	*	*	54%	52%
Male	35	761	755	751	*	*	*	*	*	66%	53%
Economically Disadvantaged Students	22	746	747	736	*	*	*	*	*	46%	34%
Non-Economically Disadvantaged Students	39	772	763	761	*	*	*	*	*	69%	65%
Students with Disabilities	10	740	733	729	*	*	*	*	0%	40%	29%
Students without Disabilities	51	767	763	755	*	*	*	*	24%	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	749	745	747	*	13%	31%	42%	*	49%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	37	746	746	734	*	*	38%	35%	*	41%	30%
Black or African American	20	732	735	729	*	*	*	*	*	30%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	739	739	747	*	*	30%	40%	*	40%	47%
Male	44	758	750	747	*	*	32%	43%	*	57%	48%
Economically Disadvantaged Students	36	737	737	732	*	*	*	42%	*	42%	27%
Non-Economically Disadvantaged Students	48	758	750	757	*	*	*	42%	*	54%	61%
Students with Disabilities	20	734	*	724	*	*	*	*	*	35%	22%
Students without Disabilities	64	753	*	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

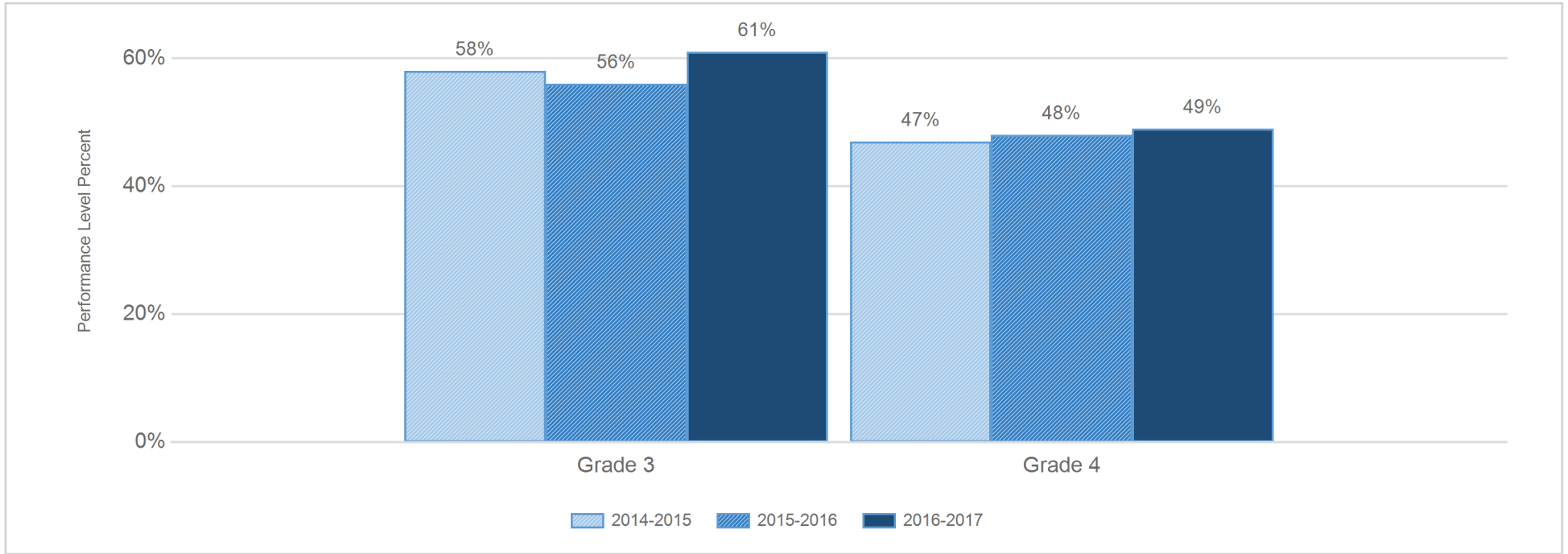


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	*	*	*



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Grade Span KG-04

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

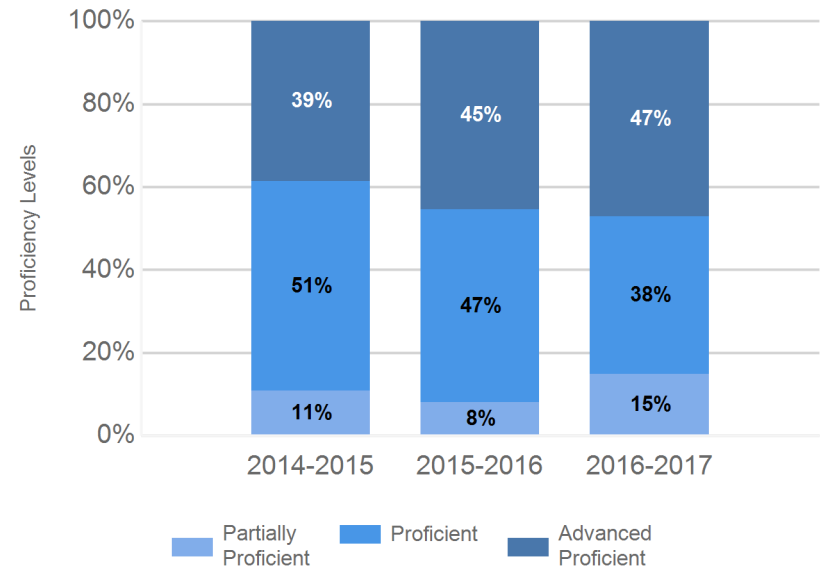
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	38%	15%
White	*	10%	N
Hispanic	32%	47%	21%
Black or African American	32%	46%	23%
Asian, Native Hawaiian, or Pacific Islander	75%	25%	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	32%	50%	18%
Students with Disabilities	35%	35%	30%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50.5	47.5	50	Met Target	39	39	50	Not Met
White	*	43.5	50	**	*	45	52	**
Hispanic	48	46	49	Met Target	43	38	47	Met Target
Black or African American	52	48	45	**	33.5	34	43	**
Asian, Native Hawaiian, or Pacific Islander	46	52.5	60	**	58	53	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	47	47	Met Target	39	37	46	Not Met
Students with Disabilities	44.5	*	41	**	35	*	43	**
English Learners	*	53	53	**	*	48.5	51	**

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



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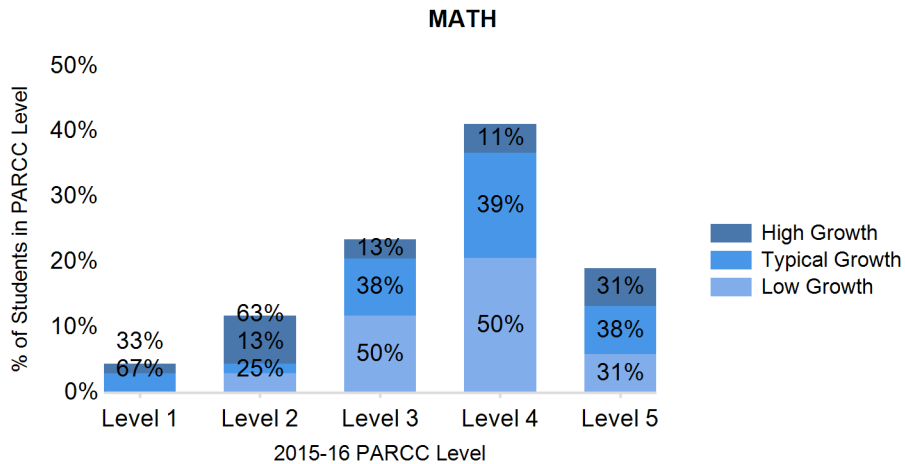
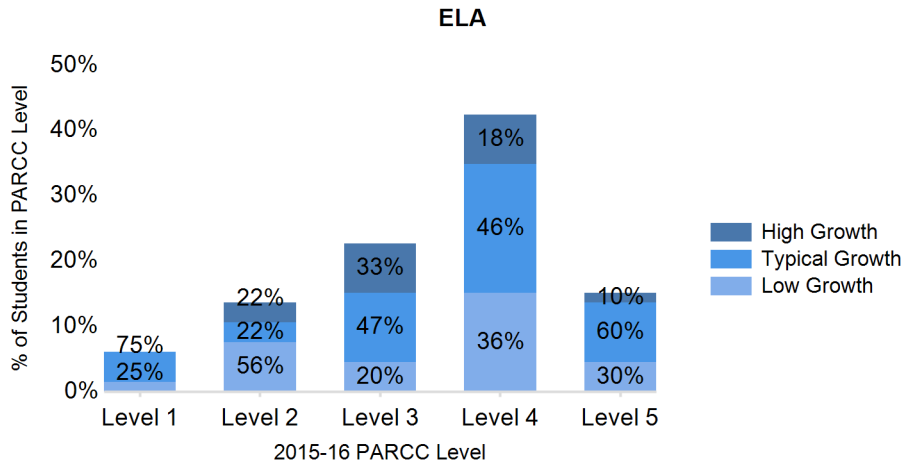
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Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

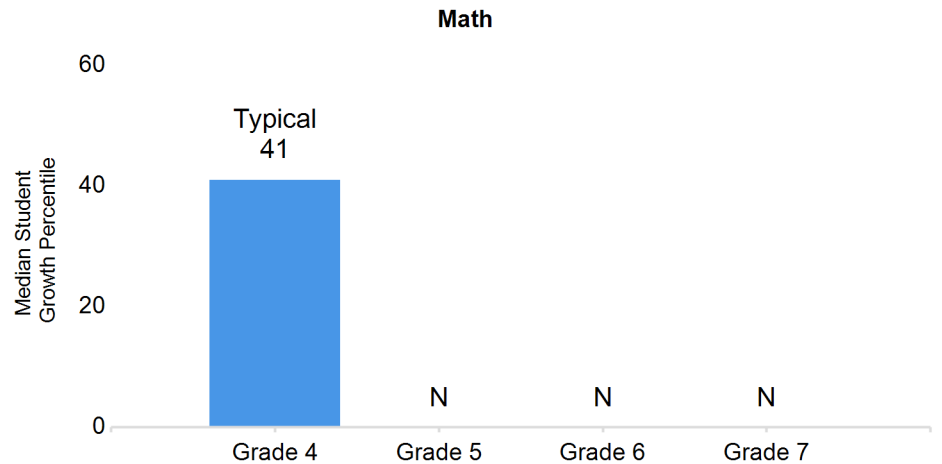
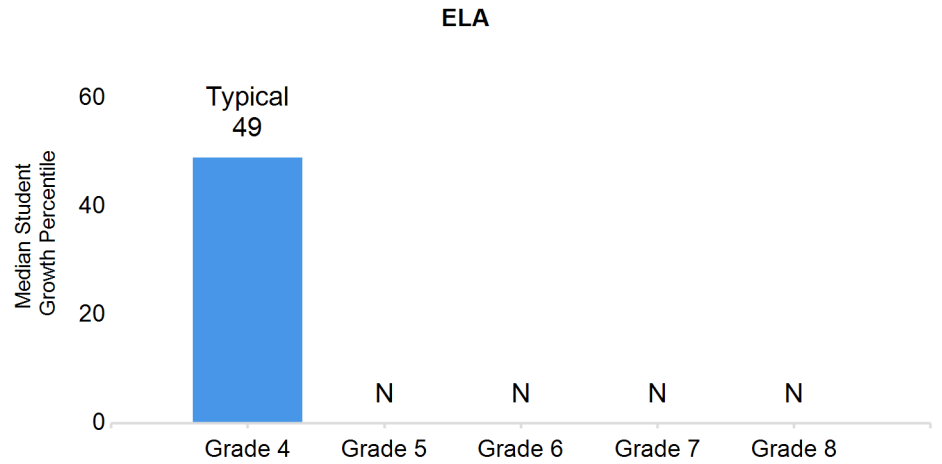
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

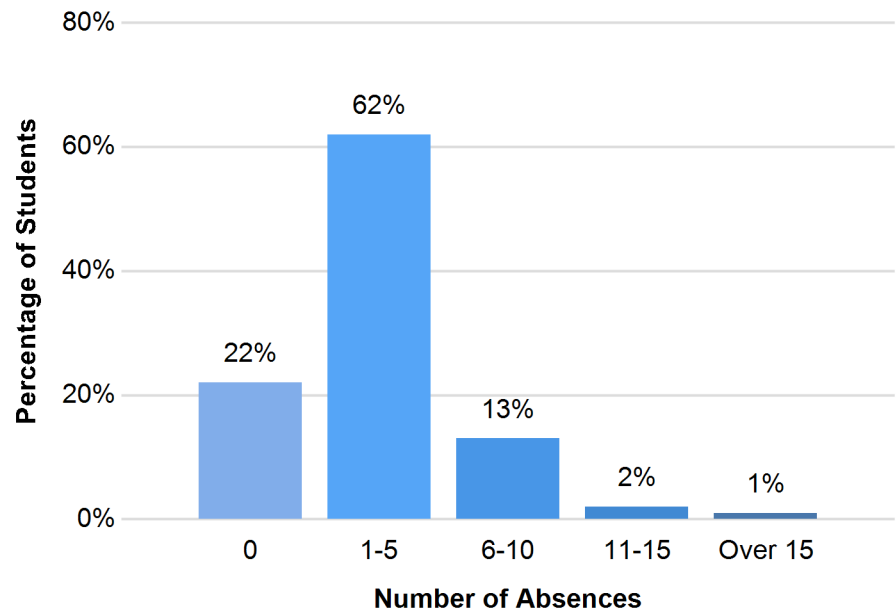
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.30	8.70	Met Target
White	2.30	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	1.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.50	8.70	Met Target
Students with Disabilities	1.60	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



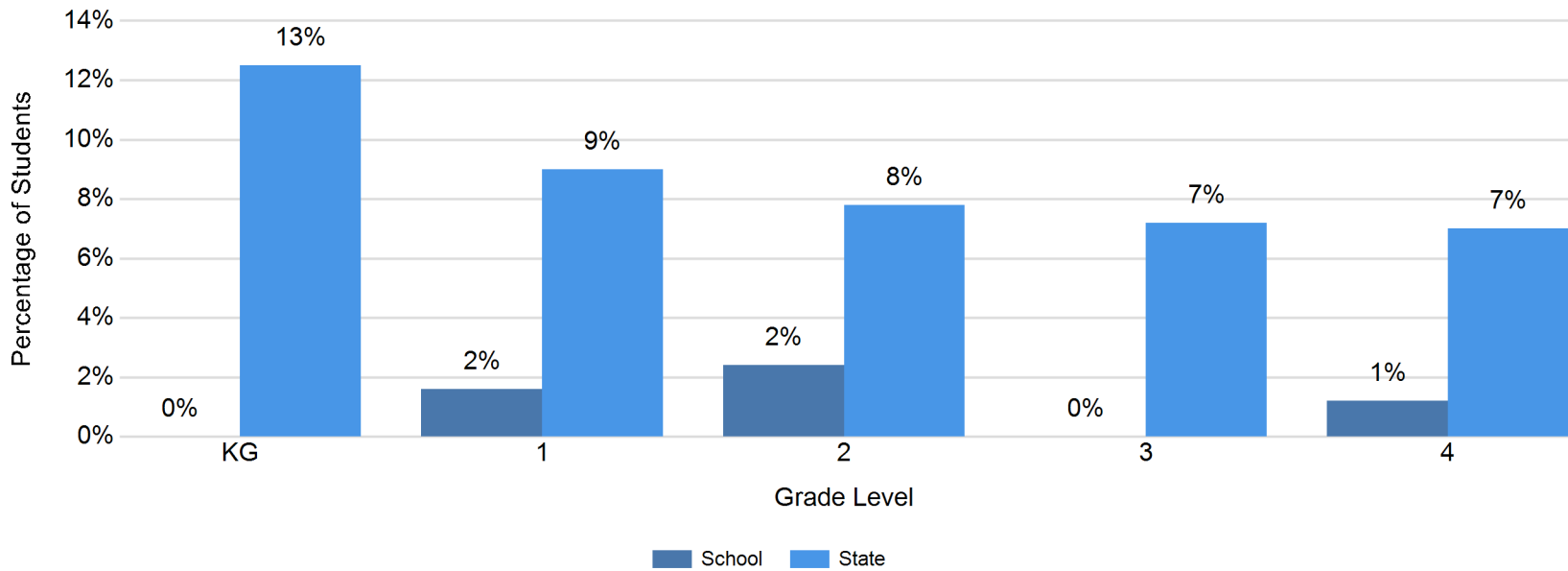


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.22

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	1.0%
Any Suspension	1.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	28.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	61%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	315:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.4	17.5%
Mathematics Proficiency	76.8	17.5%
English Language Arts Growth	48.8	25.0%
Mathematics Growth	19.6	25.0%
Chronic Absenteeism	98.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.4
Summative Rating: Percentile rank of Summative Score		56.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.4	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
White	**	**	No	**	N	Met Target	**	**	No
Hispanic	59.6	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.1	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Nathaniel Hawthorne Elementary School
2016-2017**

Grade Span KG-04



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School General Info

Principal:	Mr. Jennette	Email Address:	ejennette@teaneckschools.org
Address:	201 FYCKE LANE TEANECK, NJ 07666	Website:	www.teaneckschools.org
Phone:	(201)833-5540		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Rigorous curriculum - High quality individualized instruction - A dynamic commitment to excellence. • NEHS - Student Councils - Peer Mediators - Safety Patrol - Choir - Instrumental - World Language - National Spelling Bee • Community Garden Project - Rain Water Collection Project - Greenhouse Visits - Community Involvement
 <p>Mission, Vision, Theme:</p>	<p>Hawthorne Elementary School is a place where academic excellence, personal integrity, diverse perspectives and meaningful relationships thrive in a safe, respectful, nurturing, and intellectually stimulating environment. The faculty is dedicated, professional, and committed to the values of hard work, high academic rigor, and fair play. Our lessons and programs reflect high standards, differentiated/thematic instruction, diverse perspectives, and support for all children.</p>






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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum for grades Kindergarten through four is aligned with the Common Core State Standards and the State of New Jersey Student Learning Standards and includes literacy, mathematics, science, social studies, fine and performing arts, physical education, world language, and technology.</p>
 <p>Clubs and Activities:</p>	<p>Hawthorne School celebrates learning in many ways. Some of the celebrations and programs that the children participate in are: Reading Buddies, Family Night, Book Fair, Monthly Respect Dances, charity efforts and cultural celebrations. Additionally, students can be involved in the National Elementary Honor Society, Safety Patrol Team, Peer Mediators, and Grade Level Student Councils (Gr. 2-4).</p>
 <p>Before and After School Programs:</p>	<p>A Title I Targeted Assistance Program is offered after school, two days per week, to eligible students of grades 2 through 4. The program focuses on Math and ELA for grades 2 through 4. At the second grade and third grade levels, a Multi-Sensory program is also offered.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Hawthorne School values quality teacher development and improving instructional practices. To that end, professional development focuses on the needs of learners and promoting instructional improvement to meet those needs. Staff members engage in professional learning throughout the school year with colleagues in faculty meetings, grade and content area meetings, in-service offerings, and articulation.</p>
 <p>Student Supports and Services:</p>	<p>Programs, services, and interventions are student centered. Staff and administration utilize differentiated approaches to meet students' academic, social and emotional success. Hawthorne School implements the Harassment Intimidation and Bullying policy in accordance with legislation and board policy. We focus on character education traits and expectations of students through teaching responsibility. Our motto, Make it a Great Day, Or Not...The Choice is Yours! is embedded in our culture.</p>
 <p>Student Health and Wellness:</p>	<p>To promote healthy eating and activity habits, fourth grade students receive a "Team Up at Home Team Nutrition Activity Book." Fourth grade students participate in the Health Office Helpers program, an opportunity to learn the daily routine of the health office and basic first-aid procedures. The Health Office partners with Optical Academy and provides vision screenings to all interested students, parents, guardians and staff. The Mobile Dentists provides basic dental exams to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Hawthorne School is fortunate to have a caring and supportive parent body, which forms the basis of the Parent-Teacher Association (PTA). The PTA provides support for numerous educational and social programs which enhance the curriculum. Some programs include: Movie Night, Book Fair, Ice Cream Social, and Family Fun Night. Presentations to parents at PTA meetings and also Back-to-School Night, Family Math and Literacy Nights, and Bridging the Transition to the Next Grade.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>Our School Culture/Climate survey is based on the NJ DOE survey. It is conducted once a year. The collected data is analyzed and used for planning and to make any necessary improvements to policy, practices, and procedures.</p>
 <p>Facilities:</p>	<p>Installation and focused use of a Buddy Bench - New outdoor classroom - Installation of cisterns for rain water collection project</p>




Teaneck High School
2016-2017
Grade Span 09-12

03-5150-050
BERGEN
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100 ELIZABETH AVE
TEANECK, NJ 07666-4713

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

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

Navigating through the reports:

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

Other Resources:

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



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

03-5150-050
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	308	302	277
10	326	325	300
11	339	314	334
12	305	319	316
Ungraded	17	16	19
Total	1295	1276	1246

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	49%
Male	50%	50%	51%
Economically Disadvantaged Students	26%	32%	33%
Students with Disabilities	19%	20%	20%
English Learners	1%	3%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	40.6%
Hispanic	34.3%
White	11.1%
Asian	10.0%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1239
Shared Time Students	12
Full Time Equivalent	1245

Enrollment by Home Language

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

Home Language	% of Students
English	84.1%
Spanish	9.8%
Urdu	1.3%
Other	4.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	495	95.6	60.00	57.30	54.90	60	45.9	Met Target
White	51	82.4	66.70	63.60	63.90	56.8	54	Met Target
Hispanic	166	97.6	57.30	51.60	39.80	57.3	48.2	Met Target
Black or African American	196	96.9	56.70	54.70	35.20	56.7	34.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	60	98.5	70.00	71.50	80.70	70	69.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	76.40	54.90	73.7	N	N
Female	231	97.1	67.10	65.20	62.20	67.1		
Male	264	94.3	53.80	49.70	48.10	53.4		
Economically Disadvantaged Students	156	97.9	46.20	44.60	36.20	*	36.1	Met Target
Non-Economically Disadvantaged Students	339	94.5	66.40	64.70	65.80	*		
Students with Disabilities	108	88.5	22.20	*	20.50	20.8	16.2	Met Target
Students without Disabilities	387	97.6	70.50	*	61.90	70.5		
English Learners	14	100.0	14.20	36.30	25.20	14.2	N	N
Non-English Learners	481	95.4	61.30	58.00	57.40	61.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	752	752	749	10%	9%	22%	48%	12%	60%	52%
White	26	767	767	757	*	*	*	42%	*	69%	62%
Hispanic	111	752	752	733	*	*	24%	48%	11%	59%	35%
Black or African American	107	749	749	730	10%	*	24%	51%	*	57%	30%
Asian, Native Hawaiian, or Pacific Islander	24	755	755	777	*	*	*	*	*	63%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	11	764	764	746	0%	*	*	*	*	82%	48%
Female	125	759	759	756	*	*	25%	50%	15%	66%	60%
Male	157	747	747	741	*	*	20%	45%	10%	55%	43%
Economically Disadvantaged Students	91	745	745	731	*	*	35%	39%	*	45%	32%
Non-Economically Disadvantaged Students	191	756	756	758	*	*	16%	52%	*	67%	62%
Students with Disabilities	57	716	716	714	*	*	23%	*	*	19%	13%
Students without Disabilities	225	761	761	754	*	*	22%	*	*	70%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	751	751	743	16%	10%	16%	38%	19%	57%	46%
White	32	766	766	749	*	*	*	34%	34%	69%	52%
Hispanic	91	748	748	728	17%	12%	18%	40%	14%	54%	34%
Black or African American	108	738	738	725	22%	*	19%	43%	*	52%	31%
Asian, Native Hawaiian, or Pacific Islander	41	777	777	774	*	*	*	32%	42%	73%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	142	761	761	752	*	*	16%	42%	24%	66%	54%
Male	140	740	740	734	*	*	16%	34%	14%	49%	39%
Economically Disadvantaged Students	93	737	737	726	26%	*	19%	33%	*	45%	32%
Non-Economically Disadvantaged Students	189	757	757	751	11%	*	15%	41%	*	64%	54%
Students with Disabilities	54	706	706	704	50%	20%	*	20%	*	24%	12%
Students without Disabilities	228	761	761	749	8%	8%	*	43%	*	65%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	293	751	751	736	12%	13%	16%	45%	14%	59%	38%
White	31	763	763	738	*	*	*	55%	*	74%	40%
Hispanic	105	752	752	731	13%	11%	16%	44%	16%	60%	34%
Black or African American	125	742	742	728	15%	18%	18%	42%	8%	50%	30%
Asian, Native Hawaiian, or Pacific Islander	19	770	770	756	0%	*	*	*	*	74%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	149	756	756	744	12%	9%	15%	46%	19%	64%	46%
Male	144	746	746	729	13%	17%	17%	44%	10%	54%	31%
Economically Disadvantaged Students	92	742	742	729	21%	12%	21%	28%	19%	47%	32%
Non-Economically Disadvantaged Students	201	755	755	740	9%	13%	14%	52%	12%	65%	42%
Students with Disabilities	65	720	720	709	39%	*	*	23%	*	28%	12%
Students without Disabilities	228	760	760	741	5%	*	*	51%	*	68%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

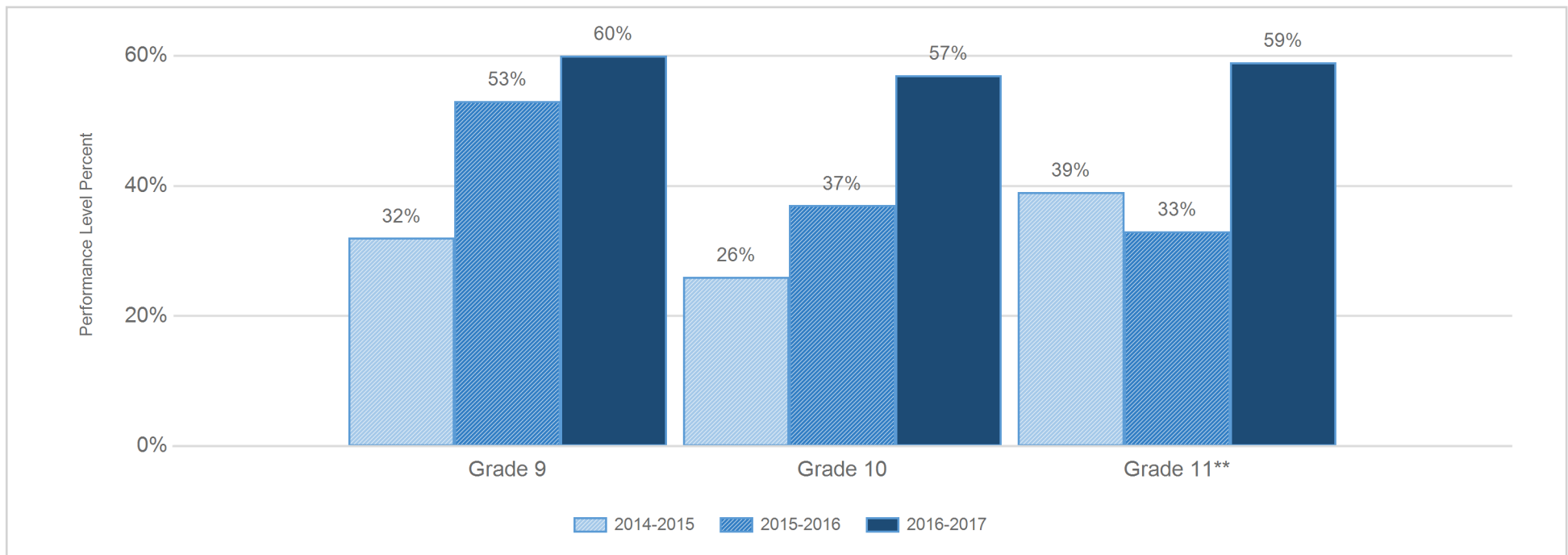


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	493	95.1	35.50	41.40	43.50	35.5	29.7	Met Target
White	51	81.3	52.90	55.20	52.40	44.4	36.8	Met Target
Hispanic	166	97.6	38.60	38.60	27.60	38.6	28.9	Met Target
Black or African American	195	96.4	23.10	31.50	21.70	23.1	19.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	59	97.0	50.90	63.80	75.60	50.9	58.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	50.00	44.90	36.8	N	N
Female	230	96.4	34.70	41.40	44.10	34.7		
Male	263	94.0	36.10	41.30	42.90	35.7		
Economically Disadvantaged Students	153	96.4	25.50	30.20	25.10	*	24.1	Met Target
Non-Economically Disadvantaged Students	340	94.5	40.00	47.90	54.30	*		
Students with Disabilities	106	86.9	16.00	17.00	16.50	14.8	11.3	Met Target
Students without Disabilities	387	97.4	40.80	50.00	48.80	40.8		
English Learners	14	100.0	21.40	34.50	23.30	21.4	N	N
Non-English Learners	479	94.9	35.90	41.70	45.20	35.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	742	752	743	*	23%	28%	39%	*	40%	42%
White	19	745	764	751	*	*	*	*	*	42%	52%
Hispanic	97	743	748	728	*	27%	24%	42%	*	43%	24%
Black or African American	103	740	*	724	*	21%	35%	33%	*	34%	19%
Asian, Native Hawaiian, or Pacific Islander	19	748	773	774	*	*	*	58%	0%	58%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	112	743	*	744	*	25%	35%	37%	*	37%	43%
Male	138	742	*	741	*	22%	23%	41%	*	44%	40%
Economically Disadvantaged Students	93	736	739	727	*	31%	32%	26%	*	27%	23%
Non-Economically Disadvantaged Students	157	746	758	751	*	19%	26%	47%	*	48%	52%
Students with Disabilities	55	722	*	714	*	31%	18%	22%	*	22%	10%
Students without Disabilities	195	748	*	747	*	21%	31%	44%	*	46%	47%
English Learners	13	714	714	708	*	*	*	*	*	*	*
Non-English Learners	237	744	753	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	729	729	734	*	26%	38%	21%	*	21%	30%
White	29	741	741	740	*	*	*	45%	0%	45%	38%
Hispanic	102	731	731	722	*	24%	43%	22%	*	23%	14%
Black or African American	113	720	720	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	738	738	758	*	*	37%	*	*	37%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	10	735	735	733	0%	*	*	*	0%	20%	32%
Female	130	731	731	735	*	28%	40%	20%	*	22%	31%
Male	152	727	727	733	*	25%	37%	21%	*	21%	30%
Economically Disadvantaged Students	92	723	723	721	*	21%	41%	14%	*	14%	13%
Non-Economically Disadvantaged Students	190	732	732	740	*	29%	37%	24%	*	25%	39%
Students with Disabilities	63	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	219	734	734	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	714	714	725	38%	27%	19%	15%	0%	15%	28%
White	32	731	731	731	31%	*	*	31%	0%	31%	33%
Hispanic	86	714	714	710	36%	29%	19%	16%	0%	16%	14%
Black or African American	110	701	701	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	30	739	739	761	*	*	*	40%	0%	40%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	140	714	714	725	39%	26%	19%	16%	0%	16%	27%
Male	126	714	714	725	38%	29%	18%	14%	0%	14%	29%
Economically Disadvantaged Students	74	706	706	708	49%	23%	18%	*	*	11%	13%
Non-Economically Disadvantaged Students	192	717	717	733	34%	29%	19%	*	*	17%	35%
Students with Disabilities	53	689	689	692	*	*	*	*	*	*	*
Students without Disabilities	213	720	720	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

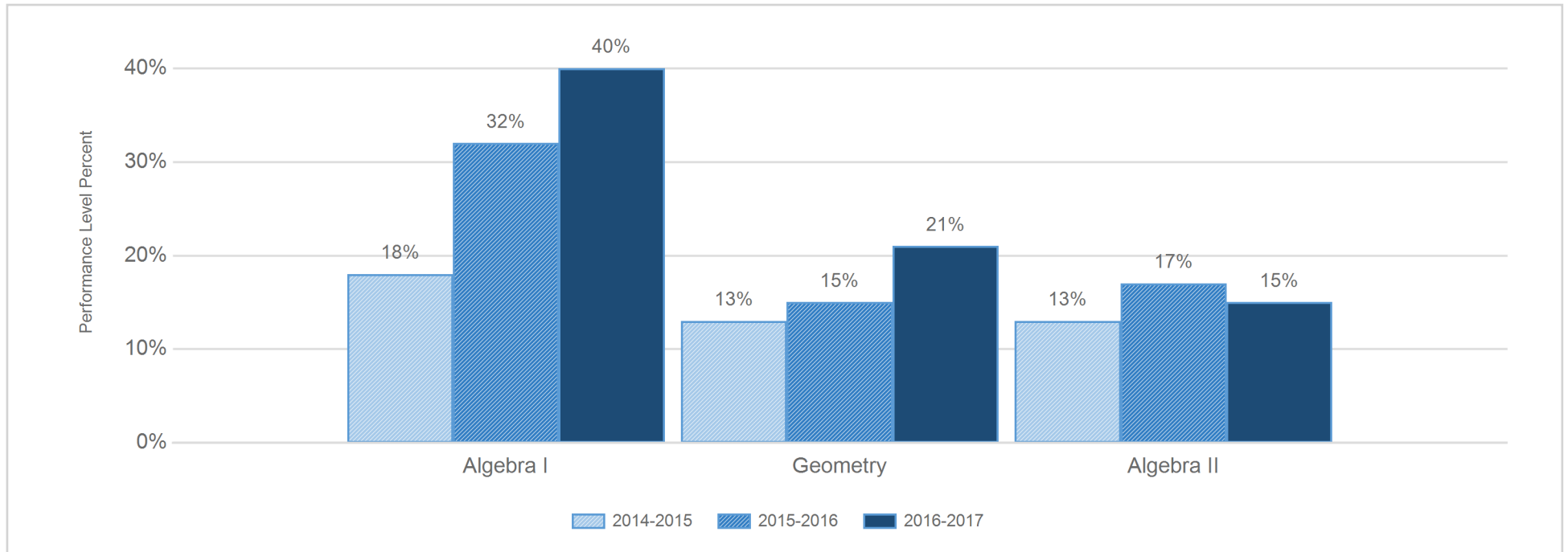


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	17	88.2%	11.8%
2	10	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

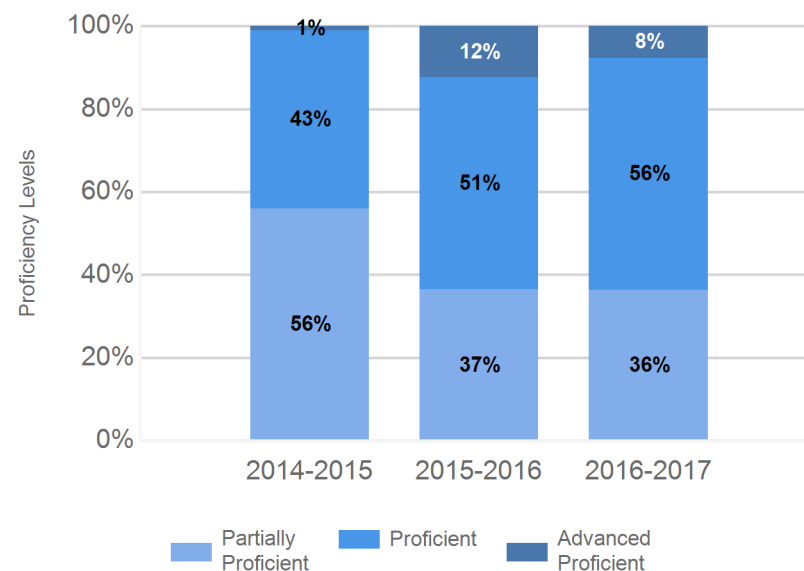
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	56%	36%
White	11%	61%	28%
Hispanic	9%	60%	31%
Black or African American	4%	50%	47%
Asian, Native Hawaiian, or Pacific Islander	13%	65%	23%
American Indian or Alaska Native	N	*	*
Two or More Races	15%	*	*
Economically Disadvantaged Students	2%	41%	57%
Students with Disabilities	4%	18%	78%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	92.1%	89.4%
Percentage of students taking the SAT	98.3%	70.0%
Percentage of students taking the ACT	22.8%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	469	481	Varies By Grade	62%	67%
PSAT - Math	463	483	Varies By Grade	39%	49%
SAT - Reading and Writing	545	551	480	78%	77%
SAT - Math	537	552	530	51%	58%
ACT - Reading	22	24	22	51%	65%
ACT - English	21	24	18	64%	79%
ACT - Math	21	24	22	46%	65%
ACT - Science	20	23	23	35%	54%



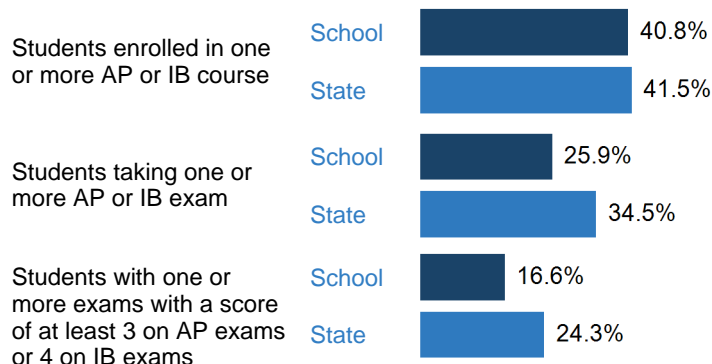
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

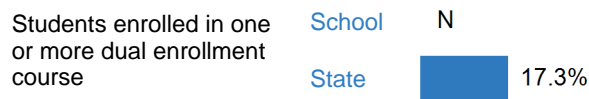
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	54	16
AP Calculus AB	23	7
AP Calculus BC	13	5
AP Chemistry	15	6
AP Computer Science A	30	20
AP English Language and Composition	69	50
AP English Literature and Composition	55	13
AP Environmental Science	30	11
AP Human Geography	0	26
AP Physics C	13	0
AP Physics C: Mechanics	0	7
AP Psychology	110	58
AP Spanish Language	0	10
AP Statistics	59	20
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Dimensional	7	0
AP U.S. Government and Politics	25	10
AP U.S. History	46	36
IB Language B—Spanish	25	0



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		301
Exams with scores of at least 3 on AP exams or 4 on IB exams		182



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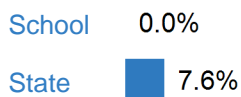
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

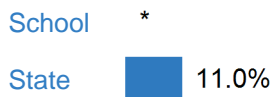
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

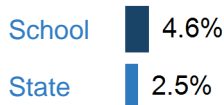
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	234	56	0	0	0	0	196
10	20	229	59	0	0	0	27
11	6	38	245	66	0	7	7
12	2	10	24	69	35	52	159
Schoolwide	262	333	328	135	35	59	389
Enrolled in AP/IB Course					35	59	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	100	1	0	106	79	0
10	92	108	0	12	101	1
11	138	111	0	20	105	15
12	78	35	0	21	47	50
Schoolwide	408	255	0	159	332	66
Enrolled in AP/IB Course	54	15		30	13	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	287	0	0	0	0	3
10	23	290	0	0	0	13
11	12	337	6	61	0	40
12	7	50	22	158	0	82
Schoolwide	329	677	28	219	0	138
Enrolled in AP/IB Course	0	46	0	110	0	25

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	200	46	0	10	0	0	0
10	206	64	0	15	0	0	0
11	142	25	0	13	0	0	0
12	56	6	0	4	0	0	0
Schoolwide	604	141	0	42	0	0	0
Enrolled in AP/IB Course	25	0	0	0	0	0	0
Enrolled in Level 3 or Higher	131	33	0	13	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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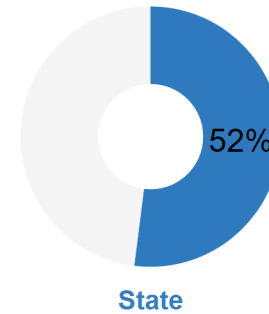
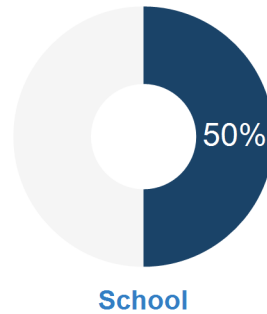
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Visual and Performing Arts – Course Participation

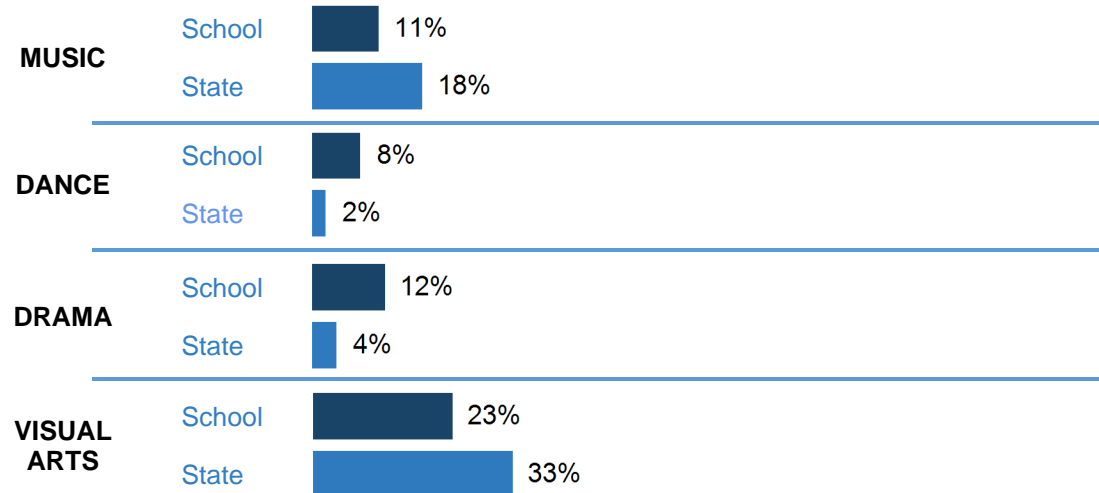
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	88.8%	90.5%	93.5%	91.8%	92.4%	90.4%	Met Target	92.3%	92.6%	Not Met
White	82.9%	94.5%	91.5%	95.1%	91.5%	83.9%	Met Target	92.6%	95.7%	Not Met
Hispanic	86.3%	84.3%	89.7%	86.3%	88.7%	90.2%	Not Met	91.9%	91.6%	Met Target
Black or African American	89.5%	83.4%	95.5%	85.3%	93.0%	93.3%	Not Met	93.8%	92.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.4%	96.6%	96.8%	97.5%	100.0%	N	Met Goal	84.9%	93.6%	Not Met
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	88.8%	83.9%	92.2%	85.6%	91.2%	87.7%	Met Target	89.2%	90.4%	Not Met
Students with Disabilities	79.1%	78.8%	86.3%	82.1%	84.9%	80.4%	Met Target	82.0%	93.8%	Not Met
English Learners	86.7%	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	88.8%	-
2016	92.4%	93.5%
2015	90.2%	92.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.7%	1.1%
2014-2015	0.3%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	76.9%	25.8%	74.2%
White	71.9%	17.4%	82.6%
Hispanic	71.6%	38.2%	61.8%
Black or African American	78.7%	23.4%	76.6%
Asian, Native Hawaiian, or Pacific Islander	86.8%	15.2%	84.9%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	*	*
Economically Disadvantaged Students	73.3%	24.3%	75.7%
Students with Disabilities	63%	52.9%	47.1%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78%	32.7%	67.4%	77.1%	22.9%	59.6%	40.4%
White	79.6%	18%	82.1%	74.4%	25.6%	43.6%	56.4%
Hispanic	72.9%	46.8%	53.2%	75.8%	24.2%	67.7%	32.3%
Black or African American	78.7%	29.7%	70.3%	80.2%	19.8%	58.6%	41.4%
Asian, Native Hawaiian, or Pacific Islander	79.3%	34.8%	65.2%	78.3%	21.7%	73.9%	26.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.6%	42.4%	57.6%	81.8%	18.2%	62.1%	37.9%
Students with Disabilities	63.5%	52.5%	47.5%	80%	20%	72.5%	27.5%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

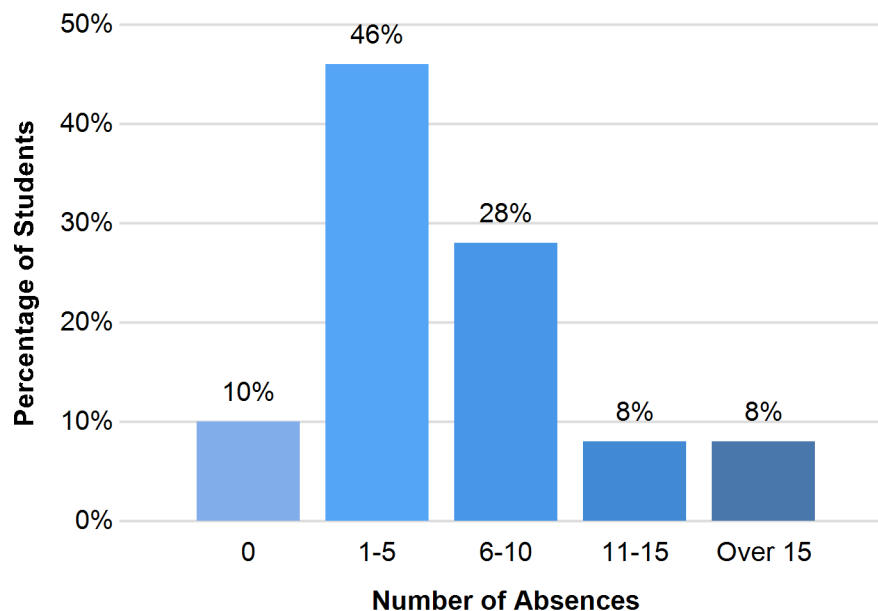
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	14.30	Met Target
White	3.50	14.30	Met Target
Hispanic	5.50	14.30	Met Target
Black or African American	6.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	10.30	14.30	Met Target
Economically Disadvantaged Students	7.40	14.30	Met Target
Students with Disabilities	10.90	14.30	Met Target
English Learners	10.80	14.30	Met Target

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

Days Absent

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



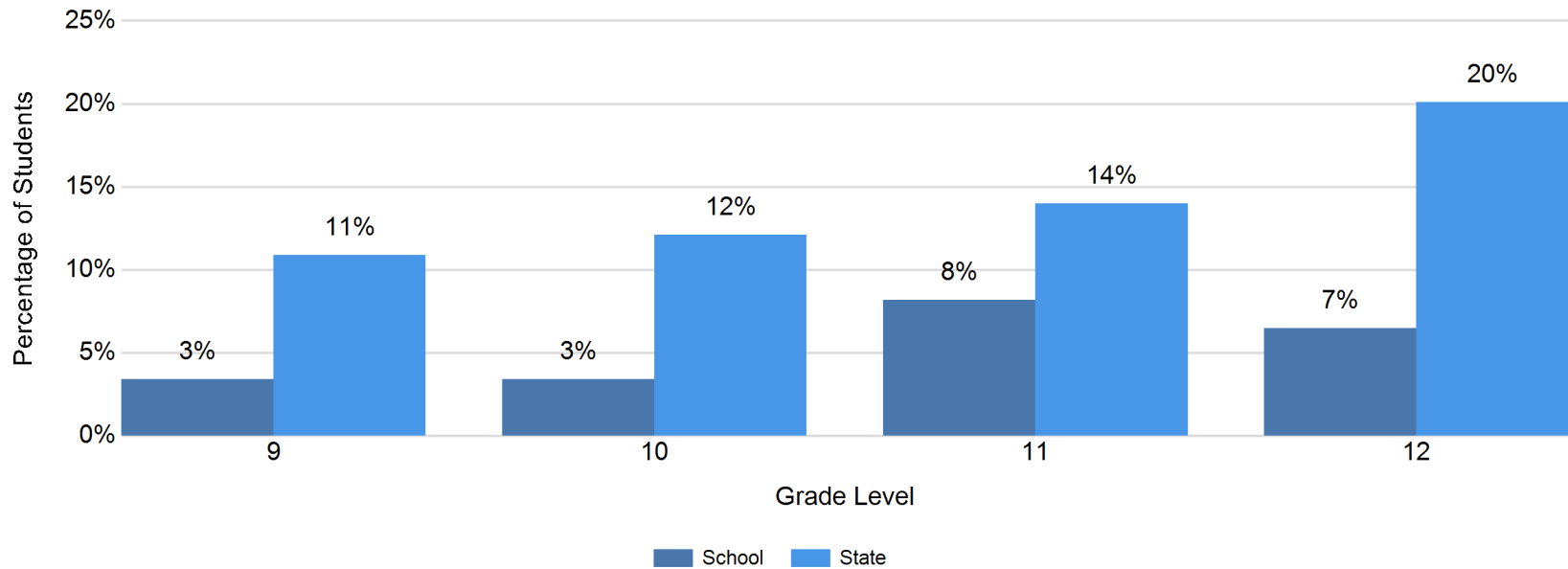


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	0.96

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.3%
Out-of-School Suspensions	4.9%
Any Suspension	6.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	28.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	122	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	125:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	74.8	17.5%
Mathematics Proficiency	71.6	17.5%
Graduation - 4-Year	50.1	25.0%
Graduation - 5-Year	24.9	25.0%
Chronic Absenteeism	83.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.8
Summative Rating: Percentile rank of Summative Score		57.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	56.8	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	48.2	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	73.5	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	80.8	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	42.1	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	73.5	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Students with Disabilities	65.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. LoGiudice	Email Address:	plogiudice@teaneckschools.org
Address:	100 ELIZABETH AVE TEANECK, NJ 07666-4713	Website:	www.teaneckschools.org
Phone:	(201)833-5400	Twitter:	https://twitter.com/TeaneckHigh

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Our robotics team placed 2nd in Panasonic's Creative Design Challenge. • Our boys basketball team won their 2nd consecutive State Championship. • We offer students a choice of 5 different Academic Institutes and 1 STEM Academy.
 Mission, Vision, Theme:	The mission of Teaneck High School, a diverse and inclusive community with a history of excellence, is to provide a superior education by empowering students to develop the skills to become lifelong learners and effective citizens in a globalized society through an engaging curriculum and nurturing environment.
 Awards, Recognition, Accomplishments:	Students have received many awards in recent years including Girl Scout Gold Award, Boy Scout Eagle Award, 1st place 2016-2017 Live Deliberately Essay Contest, West Point Eisenhower Award for Leadership, 2nd place Panasonic Robotics Creative Design Challenge, among others.







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 <p>Courses, Curriculum, Instruction:</p>	<p>The instructional program provides a wide variety of academic opportunities in order to meet the common and individual needs of our students, with rigorous standards encouraged and pursued. Our strong elective coursework of study provides our students with current 21st century skills as well as in-depth inquiry processes. We have developed college partnerships with FDU and BCC providing students with opportunities to earn college credit while still in high school. THS offers 19 AP courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)</p> <p>Teaneck High School also offers Boys and Girls Crew.</p>
 <p>Clubs and Activities:</p>	<p>Teaneck High School offers a wide variety of clubs and activities including ACE, Activism Club, Animal Appreciation Club, Art Club, Black Youth Organization, Connections, Christian Club, Dance Ensemble, Feminism Club, Film Production Club, Green Room, HEAL, Interact, Israel Club, Literacy Magazine: The Looking Glass, Nintendo Club, Newspaper Club, Pan-Asian Club, Robotics Club, SOLA, SOLVE, Spectrum-LGBTIQA Alliance, Speech & Debate, THS Yarn Club, Studio 2B, and Yearbook.</p>
 <p>Before and After School Programs:</p>	<p>One of the finest aspects of the School Counseling Department is the FORUM, (Forging Opportunities for Reasoning, Understanding and Maturity). This is a school-based youth services program that offers a myriad of opportunities that include after-school tutoring, an after-school homework club, job placement, peer-mediation, support groups, and individual and group counseling.</p>








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 <p>Staff and Professional Learning:</p>	<p>For the 2016-2017 school year Teaneck High School complemented its already diverse portfolio of professional learning opportunities with an online library of educational technology training videos for teachers and administrators. Faculty can personalize their own professional learning opportunities to make the learning more meaningful while administrators can review and track personal progress.</p>
 <p>Postsecondary Information:</p>	<p>For the Class of 2017 90.2% went on to Secondary Education. 62.5% enrolled in 4 year colleges, 27.6% enrolled in 2 year colleges, 5.7% went on to Employment/Armed Services, and 4.1% enrolled in a career education program. The PSAT is given to 10th & 11th grade students each year. Free SAT classes are available to students each summer as well as before and after school. Evening programs are conducted for parents to assist with college applications, financial aid, scholarship searches, etc.</p>
 <p>Student Supports and Services:</p>	<p>THS offers after school tutoring with all teachers, including our ELL program, which enables our students to gain academic help in each area. After school tutoring programs such as Homework Club, Peer Tutoring with NHS students and STRIVE academic tutoring for athletes are additional programs offered. Free before and after school SAT and ACT tutoring classes are also offered. An I&RS team is in place to assist students who are experiencing learning, behavior, or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>A nutritious breakfast program for students is offered every morning. Nutrition is emphasized in the Health curriculum in each grade level. Students are enrolled in Physical Education classes for 3 marking peiods ecah year. Physical Education classes meet every other day in our block schedule for 85 minutes. Dance is also offered as part of the Fine & Performing Arts curriculum at THS.</p>
 <p>Parent and Community Involvement:</p>	<p>THS supports parental involvement in all facets of our school community. Our PTSO (Parent-Teacher-Student Organization) meets monthly in the media center. The BQMT (Building Quality Management Team) meets 5 times each year and provides parents the opportunity to discuss and improve the culture and climate of the high school. THS regularly partners with local community organizations such as TCT, Teaneck Comes Together. Parents can easily access the online Parent Portal from our website.</p>



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Facilities:

Teaneck High School first opened its doors in 1928. A new wing was added in 1936 and the building and facilities have been upgraded continuously ever since. Our most recent major addition has been the "RISE"(Reaching Independence through a Structured Environment) classroom for student with multiple disabilities in 2015. During the 2016-2017 school year facilities upgrades included renovated transgender bathrooms and a completely repainted interior.



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Other Information:

Ensuring our students are well equipped to meet the demands of the 21st Century, students have the option to select an area of concentration from 5 inaugural Academic Institutes. The course offerings in the Institute of Business are aligned to national and state standards for academics and 21st Century life and career skills. The coursework prepares students for a career path in business by exposing students to the needs and challenges of a global 21st Century economy. Course offerings for the Institute of Fine & Performing Arts focus on the advancement of all the arts and preparing students who may be considering a career in the Fine & Performing Arts. Aiming to develop a broad based understanding in the area of performing arts, students complete coursework that enhances their artistic knowledge, awareness and appreciation of arts education. The Institute of Literature & Composition focuses on creativity and the expression of thought. Students engage in coursework that utilizes open dialogue, various pieces of literary works, and current events to strengthen and hone their skills for reading, writing, speaking and critical thinking. Through active participation and discourse, students will gain the knowledge to be college ready in the area of literature and composition. The Institute of Social Studies utilizes a comprehensive, college preparatory curriculum in the social sciences. Students gain the knowledge and skills needed to become informed and responsible citizens in a democratic society. The selected courses work to inform students of the knowledge and values needed to become a contributing citizen of the 21st Century. The Institute of Technology utilizes an integrated approach through the application of technology. With exposure to a wide range of sophisticated software, students gain the foundation needed to pursue a career in the area of technology. In 2017-2018 THS will celebrate the first graduating cohort in each of the 5 Institutes.



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	124	133	122
6	131	129	128
7	132	121	124
8	149	131	125
Ungraded	31	27	52
Total	567	541	551

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	53%
Male	50%	50%	47%
Economically Disadvantaged Students	32%	36%	36%
Students with Disabilities	22%	21%	23%
English Learners	2%	2%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	37.0%
Hispanic	34.3%
Asian	14.9%
White	11.3%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.8%

Enrollment by Home Language

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

Home Language	% of Students
English	85.5%
Spanish	7.1%
Urdu	1.8%
Other	5.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	372	96.9	62.90	57.30	54.90	62.9	61.7	Met Target
White	41	93.9	68.30	63.60	63.90	67	74.6	Met Target†
Hispanic	120	96.7	57.50	51.60	39.80	57.5	56	Met Target
Black or African American	140	97.1	61.40	54.70	35.20	61.4	57.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	98.8	73.00	71.50	80.70	73	71.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	193	96.9	72.00	65.20	62.20	72		
Male	179	97.0	53.10	49.70	48.10	53.1		
Economically Disadvantaged Students	115	97.8	53.10	44.60	36.20	53.1	48.3	Met Target
Non-Economically Disadvantaged Students	257	96.5	67.40	64.70	65.80	67.4		
Students with Disabilities	92	96.4	29.40	*	20.50	29.4	22.6	Met Target
Students without Disabilities	280	97.1	73.90	*	61.90	73.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	749	751	756	*	14%	27%	45%	*	49%	59%
White	19	760	764	763	0%	*	*	58%	*	63%	69%
Hispanic	47	744	746	743	*	*	30%	43%	*	45%	44%
Black or African American	42	735	743	740	*	*	33%	31%	0%	31%	39%
Asian, Native Hawaiian, or Pacific Islander	16	778	*	779	0%	0%	*	*	*	81%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	65	761	764	761	*	*	23%	54%	*	62%	66%
Male	63	737	738	750	*	*	32%	35%	*	37%	53%
Economically Disadvantaged Students	47	730	739	740	*	*	21%	32%	*	32%	40%
Non-Economically Disadvantaged Students	81	759	760	765	*	*	31%	52%	*	59%	71%
Students with Disabilities	36	722	723	725	*	*	31%	*	*	14%	22%
Students without Disabilities	92	759	760	762	*	*	26%	*	*	63%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	755	750	752	*	*	30%	50%	9%	60%	54%
White	16	768	*	758	0%	*	*	*	*	69%	63%
Hispanic	41	753	747	740	0%	*	32%	51%	*	56%	38%
Black or African American	49	751	745	736	*	*	31%	49%	*	55%	32%
Asian, Native Hawaiian, or Pacific Islander	22	762	765	776	0%	0%	*	59%	*	73%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	69	758	755	758	*	*	28%	55%	*	65%	61%
Male	62	752	745	746	*	*	32%	45%	*	53%	46%
Economically Disadvantaged Students	43	747	744	737	*	*	37%	49%	0%	49%	34%
Non-Economically Disadvantaged Students	88	759	754	761	*	*	26%	51%	14%	65%	65%
Students with Disabilities	26	734	724	722	*	*	46%	*	0%	27%	17%
Students without Disabilities	105	760	758	758	*	*	26%	*	11%	68%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	131	755	*	753	*	*	30%	50%	9%	60%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	760	756	756	*	*	24%	49%	17%	66%	59%
White	15	768	765	764	*	0%	*	*	*	80%	69%
Hispanic	48	751	747	742	*	*	33%	42%	*	52%	44%
Black or African American	45	761	756	737	*	*	*	58%	*	73%	38%
Asian, Native Hawaiian, or Pacific Islander	24	770	768	784	0%	*	*	*	*	71%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	76	769	762	764	*	*	15%	51%	*	79%	68%
Male	60	749	750	749	*	*	35%	47%	*	50%	51%
Economically Disadvantaged Students	45	757	748	739	*	*	33%	47%	*	58%	40%
Non-Economically Disadvantaged Students	91	762	761	766	*	*	19%	51%	*	70%	70%
Students with Disabilities	33	741	729	719	*	*	33%	36%	*	42%	19%
Students without Disabilities	103	766	767	763	*	*	20%	53%	*	74%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	136	760	*	758	*	*	24%	49%	17%	66%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	758	757	757	8%	11%	19%	44%	19%	63%	59%
White	11	773	*	764	0%	*	*	*	*	73%	68%
Hispanic	40	752	757	742	*	*	*	50%	*	63%	44%
Black or African American	60	750	747	738	*	*	25%	43%	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	20	781	*	786	0%	*	*	*	*	85%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	67	767	766	766	*	*	*	43%	*	72%	68%
Male	66	749	747	749	*	*	*	46%	*	55%	50%
Economically Disadvantaged Students	35	745	746	739	*	*	*	49%	*	54%	40%
Non-Economically Disadvantaged Students	98	763	762	766	*	*	*	43%	*	66%	69%
Students with Disabilities	33	718	719	718	*	*	*	*	0%	18%	18%
Students without Disabilities	100	771	770	764	*	*	*	*	25%	78%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	133	758	*	759	8%	11%	19%	44%	19%	63%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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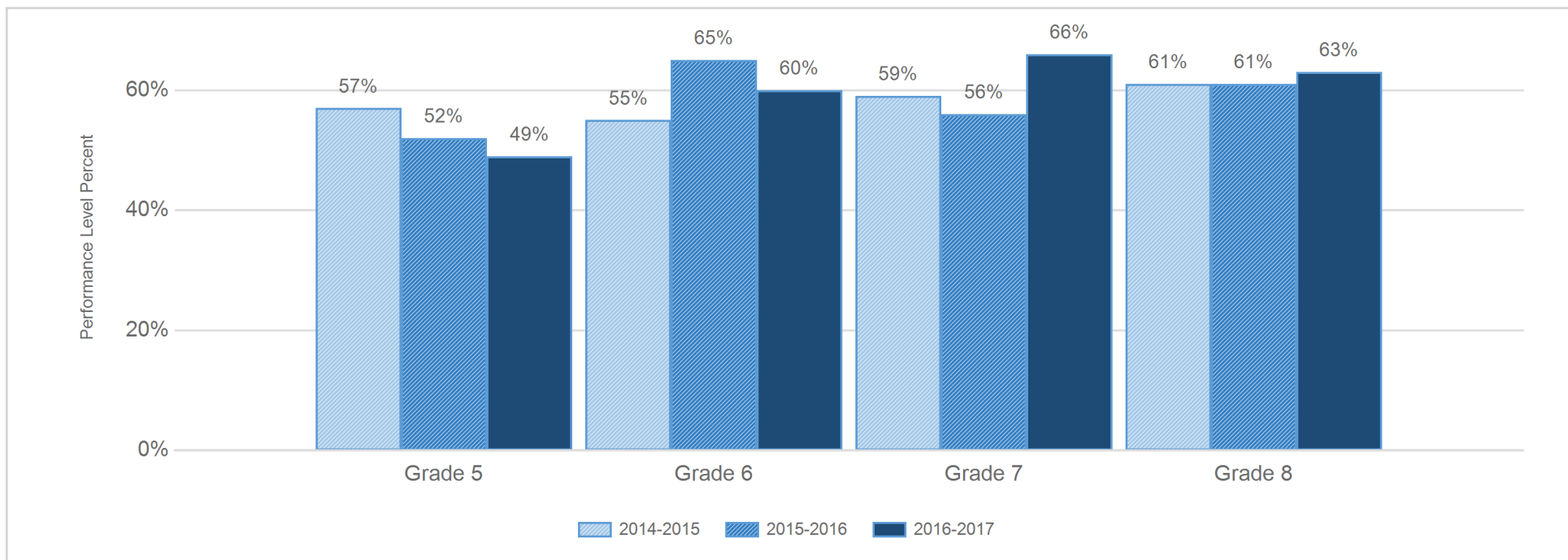


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	372	96.8	42.50	41.40	43.50	42.5	47.6	Not Met
White	41	94.2	53.70	55.20	52.40	52.7	64	Met Target†
Hispanic	120	96.3	37.50	38.60	27.60	37.5	47	Not Met
Black or African American	140	97.1	34.30	31.50	21.70	34.3	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	63	98.8	63.50	63.80	75.60	63.5	62.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	193	96.9	43.60	41.40	44.10	43.6		
Male	179	96.6	41.30	41.30	42.90	41.3		
Economically Disadvantaged Students	114	97.8	26.30	30.20	25.10	26.3	34.1	Not Met
Non-Economically Disadvantaged Students	258	96.3	49.60	47.90	54.30	49.6		
Students with Disabilities	92	95.7	14.20	17.00	16.50	14.2	22.8	Not Met
Students without Disabilities	280	97.1	51.80	50.00	48.80	51.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	742	743	747	*	22%	32%	34%	*	39%	46%
White	19	749	753	754	*	*	*	*	*	42%	57%
Hispanic	50	737	737	735	*	22%	34%	36%	*	36%	30%
Black or African American	42	734	738	729	*	31%	31%	26%	*	29%	22%
Asian, Native Hawaiian, or Pacific Islander	16	768	*	774	0%	*	*	*	*	69%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	67	745	747	747	*	16%	37%	37%	*	42%	47%
Male	64	739	738	746	*	28%	27%	30%	*	36%	46%
Economically Disadvantaged Students	48	734	736	732	*	29%	35%	21%	*	25%	27%
Non-Economically Disadvantaged Students	83	747	748	756	*	18%	30%	41%	*	47%	59%
Students with Disabilities	36	725	726	725	*	42%	36%	*	*	11%	19%
Students without Disabilities	95	748	748	751	*	15%	31%	*	*	50%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	743	737	743	*	26%	29%	29%	*	40%	44%
White	18	754	*	751	*	*	*	*	*	56%	54%
Hispanic	41	739	732	731	*	29%	29%	34%	*	39%	27%
Black or African American	49	738	730	724	*	33%	22%	25%	*	37%	20%
Asian, Native Hawaiian, or Pacific Islander	22	756	756	771	0%	*	46%	*	*	41%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	69	741	736	745	*	29%	32%	28%	*	36%	45%
Male	64	746	737	742	*	23%	27%	30%	*	44%	43%
Economically Disadvantaged Students	45	730	730	728	*	42%	27%	24%	*	27%	24%
Non-Economically Disadvantaged Students	88	749	741	752	*	18%	31%	31%	*	47%	56%
Students with Disabilities	26	728	719	717	*	50%	*	*	*	23%	13%
Students without Disabilities	107	747	742	748	*	21%	*	*	*	44%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	742	739	741	*	18%	35%	33%	*	39%	40%
White	15	751	749	748	*	*	*	*	*	47%	49%
Hispanic	49	733	732	730	*	20%	39%	22%	*	27%	23%
Black or African American	46	740	*	726	*	24%	37%	30%	*	33%	19%
Asian, Native Hawaiian, or Pacific Islander	24	758	755	764	0%	*	*	54%	*	71%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	77	745	742	743	*	16%	36%	33%	*	42%	41%
Male	61	738	737	740	*	21%	33%	33%	*	36%	38%
Economically Disadvantaged Students	47	735	731	729	*	21%	43%	23%	*	26%	22%
Non-Economically Disadvantaged Students	91	746	744	749	*	17%	31%	37%	*	46%	50%
Students with Disabilities	34	722	716	716	*	29%	35%	*	*	12%	11%
Students without Disabilities	104	749	749	746	*	14%	35%	*	*	48%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	731	734	728	*	22%	34%	27%	*	28%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	51	726	726	715	22%	20%	41%	*	*	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	48	736	737	730	*	*	40%	29%	*	31%	30%
Male	53	726	731	725	*	*	28%	25%	*	25%	26%
Economically Disadvantaged Students	33	725	732	719	*	*	33%	*	*	18%	19%
Non-Economically Disadvantaged Students	68	734	735	734	*	*	34%	*	*	32%	34%
Students with Disabilities	33	706	705	705	*	*	*	*	*	*	*
Students without Disabilities	68	744	748	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	795	752	743	0%	0%	0%	65%	35%	100%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	10	779	*	724	0%	0%	0%	*	*	100%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	20	796	*	744	*	*	*	*	*	100%	43%
Male	14	793	*	741	*	*	*	*	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	34	795	753	745	0%	0%	0%	65%	35%	100%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

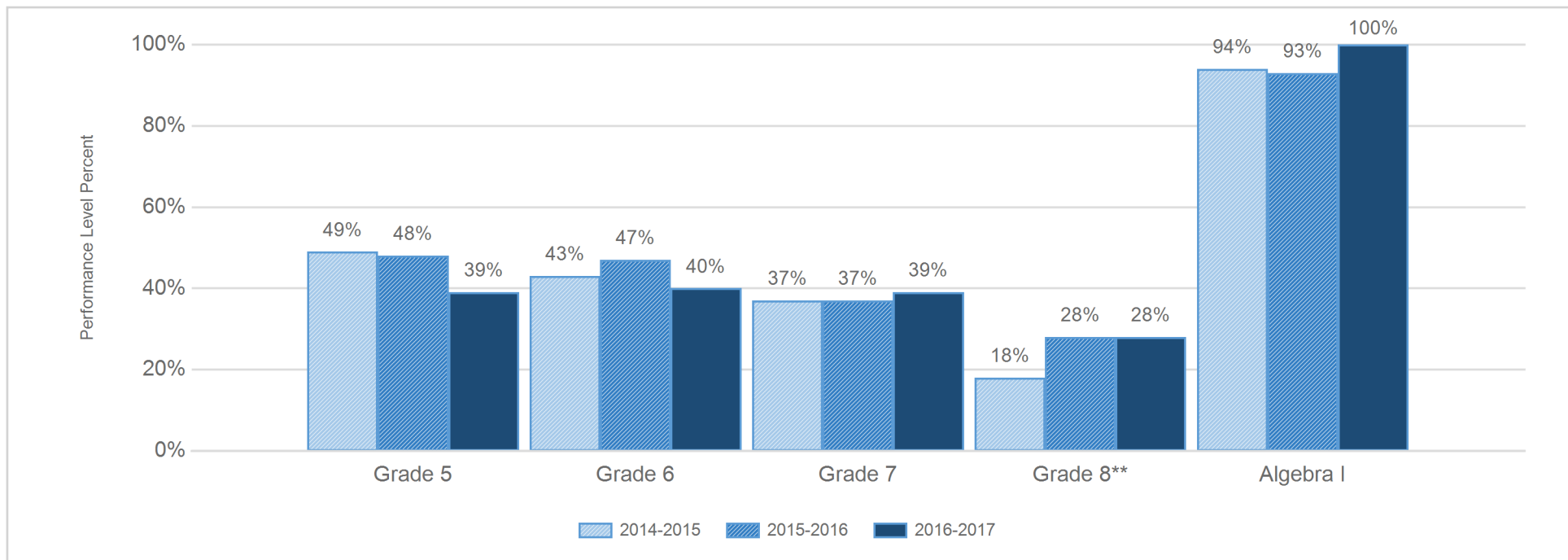


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	80%	20%
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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

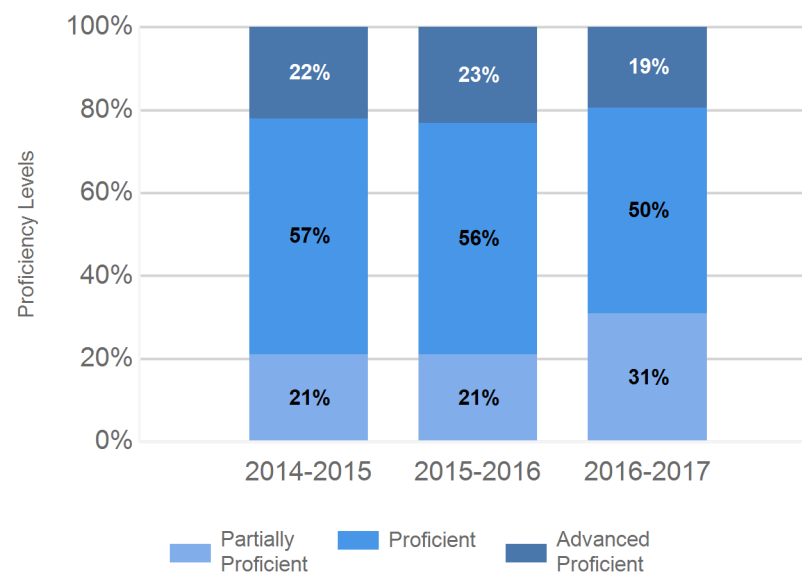
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	19%	50%	31%
White	31%	62%	8%
Hispanic	12%	44%	44%
Black or African American	11%	51%	38%
Asian, Native Hawaiian, or Pacific Islander	50%	50%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	13%	42%	45%
Students with Disabilities	3%	24%	73%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	47.5	50	Met Target	41	39	50	Met Target
White	37	43.5	50	Not Met	53	45	52	Met Target
Hispanic	48	46	49	Met Target	34	38	47	Not Met
Black or African American	53	48	45	Met Target	40	34	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	47	52.5	60	Met Target	54	53	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	54.5	47	47	Met Target	38.5	37	46	Not Met
Students with Disabilities	60	*	41	Exceeds Target	44	*	43	Met Target
English Learners	*	53	53	**	*	48.5	51	**

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



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

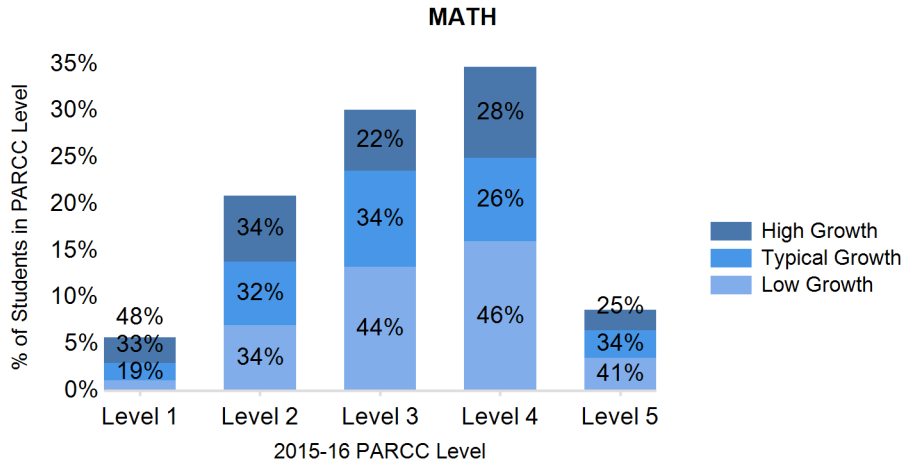
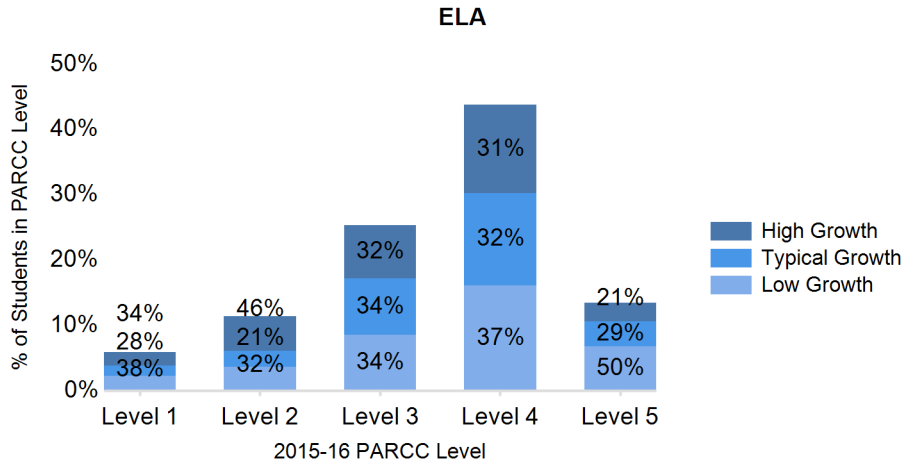
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

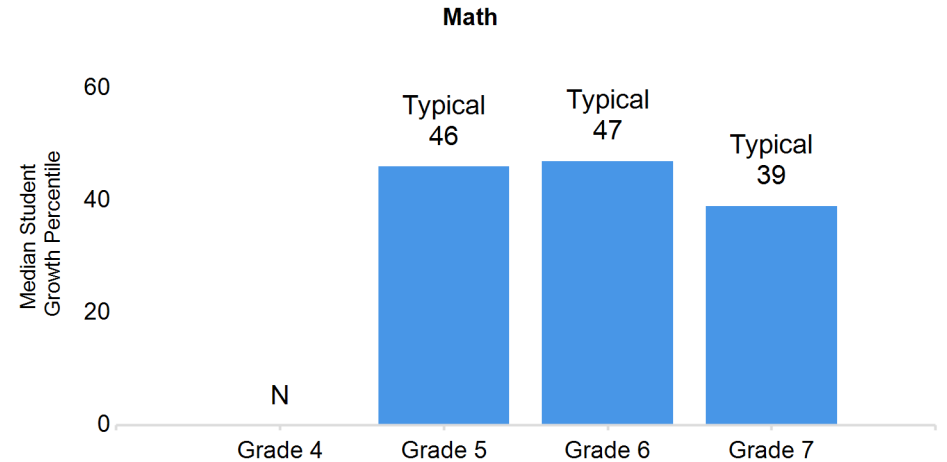
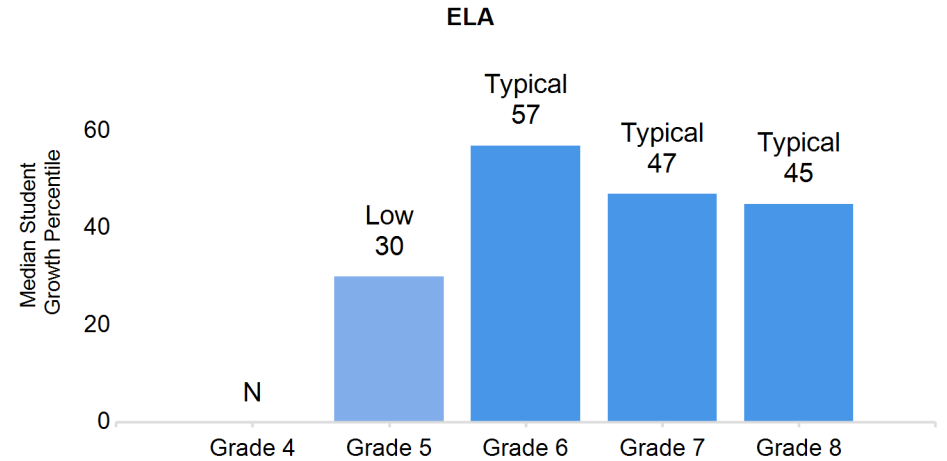
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	138
7	0	0	143
8	33	0	113
Schoolwide	33	0	394

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	138	0	0	0	0	0	0
7	103	41	0	0	0	0	0
8	100	44	0	0	0	0	0
Schoolwide	341	85	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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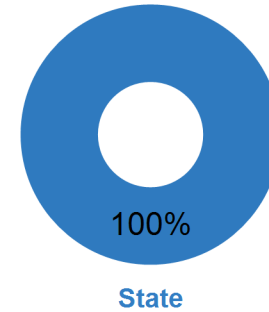
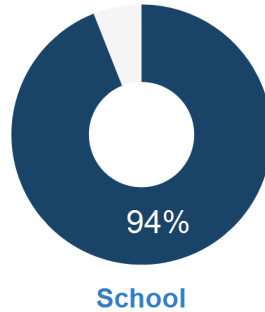
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Visual and Performing Arts – Course Participation

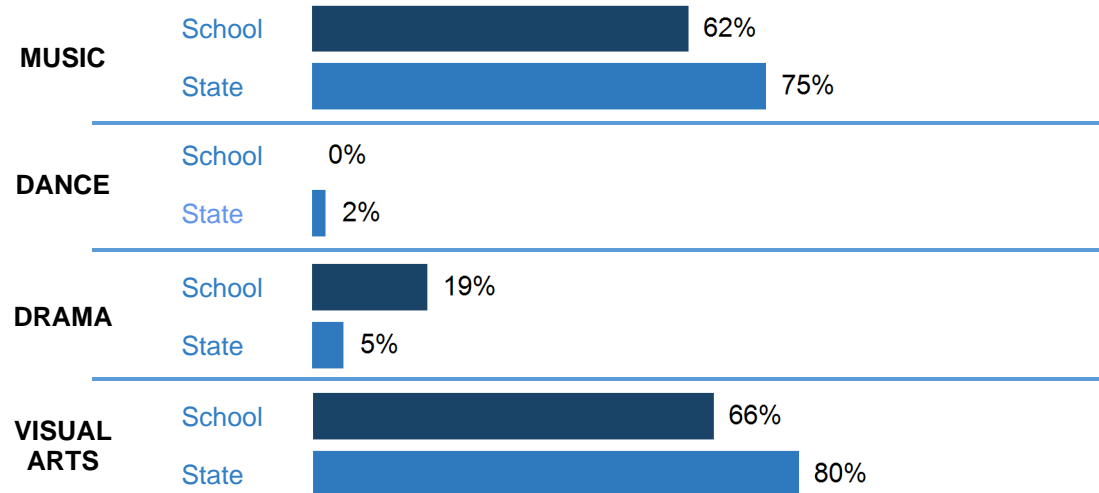
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

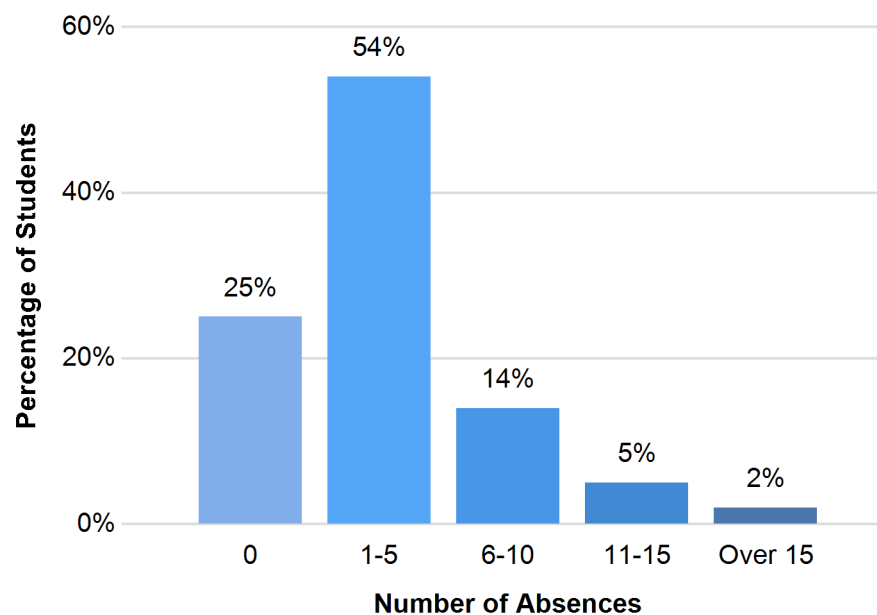
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.40	8.30	Met Target
White	3.00	8.30	Met Target
Hispanic	1.60	8.30	Met Target
Black or African American	1.40	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.50	8.30	Met Target
Students with Disabilities	2.80	8.30	Met Target
English Learners	N	**	**

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

Days Absent

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





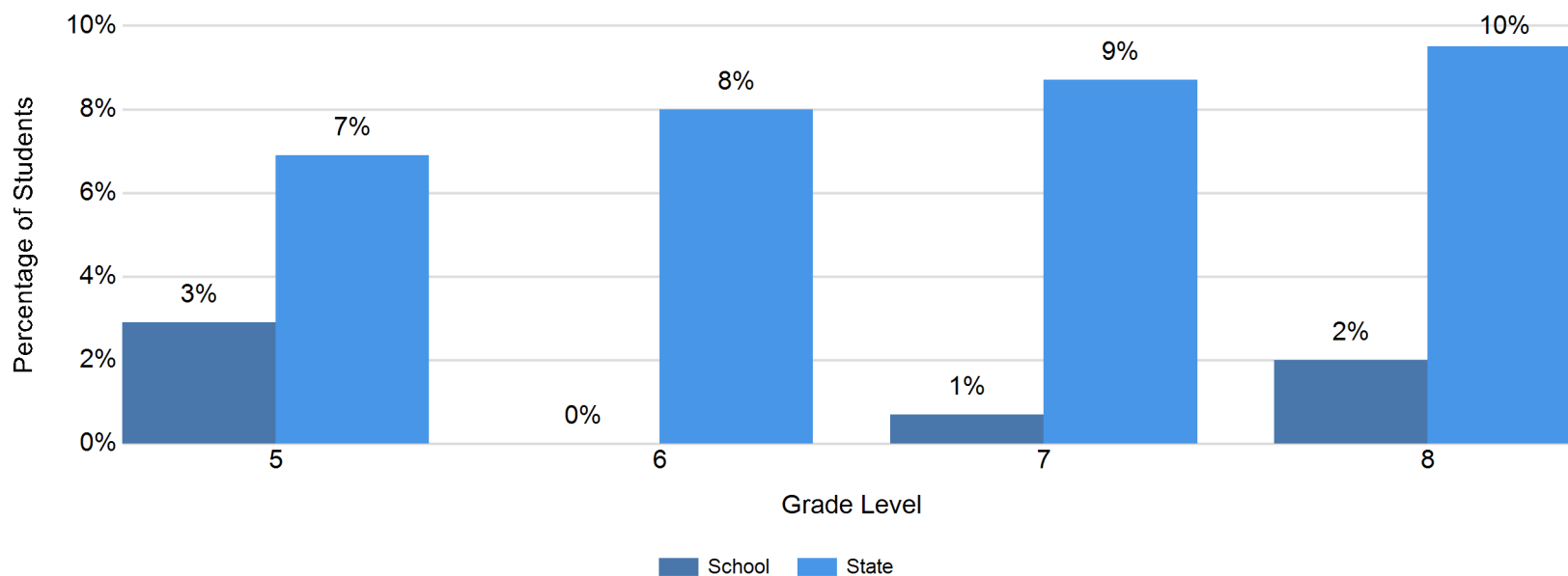
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 56 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	1
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.00

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.4%
Out-of-School Suspensions	6.7%
Any Suspension	9.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	28.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	60	120,724
Average years experience in public schools	14.8	11.8
Average years experience in district	12.8	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	184:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	63.8	17.5%
Mathematics Proficiency	41.3	17.5%
English Language Arts Growth	48.5	25.0%
Mathematics Growth	24.4	25.0%
Chronic Absenteeism	98.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.3
Summative Rating: Percentile rank of Summative Score		52.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.3	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	44.4	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	55.1	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Black or African American	74.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	31.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.1	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	70.9	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Davis	Email Address:	adavis@teaneckschools.org
Address:	655 TEANECK RD TEANECK, NJ 07666-4249	Website:	www.teaneckschools.org
Phone:	(201)833-5471	Twitter:	https://twitter.com/teaneckTJMS

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 7th & 8th grade Band, Chorus, and Orchestra received highest rating of superior at High Notes Festival. • Service programs -Thanksgiving, fundraising for schools in Haiti & Nigeria, and children born with MPS and cleft palates • Curricula include integration of technology, Algebra I, Balanced Literacy and Next Gen Science Standards
 <p>Mission, Vision, Theme:</p>	<p>The mission is to ensure that all students work to meet their highest level of academic achievement. Faculty are dedicated to: Implementing the highest of standards. Empowering students to become lifelong learners who can identify their own strengths, learning styles and areas in need of improvement. Nurturing students' development as they become safe, responsible and respectful members of society. Developing students' skills in order to participate in the local and global community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Student awarded Life Saving Medal of Honor by the Girl Scouts of Northern NJ. Student first place winner of Animal, Plant and Environmental category in the Bergen Academies Science Fair 7th & 8th grade. Performing Arts students won highest rating of 'superior' in each category for Chorus, Orchestra and Winds & Percussion at the High Notes Festival. Student teacher awarded NJ State Student Teacher of the Year Award. ESL teacher chosen as FDU fellow to teach English in China .</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Core Curriculum courses include Language Arts, Mathematics, Science, Social Studies, Spanish/French and Physical Education & Health. Special Education, Gifted & Talented and Basic Skills programs provide enhancements. Elective courses offered are Music, Art, Multimedia, Computer Applications, Forensics, Humanities and Creative Writing. The School Counseling Department, Nursing, and Library Media Information Services complete the middle school program.</p>
 <p>Clubs and Activities:</p>	<p>Clubs include TJ Achievers mentoring for boys, TJ Activists, Band, Bridge, Chorus, Drama, Environmental Science, Jazz Band, Math, National Junior Honor Society, Orchestra, Intramural Sports, STEPS mentoring for girls, Student Council and Yearbook.</p>







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 <p>Staff and Professional Learning:</p>	<p>Foundation Training: a Mentoring Program for non-tenured teachers providing strategies for promoting active, in-depth learning. Teachers are provided opportunities to share Best Practices, e.g. essential questioning, analyzing data, ELL during meetings. Teachers are committed to continuous learning through attendance at conferences, workshops, conventions, graduate course work. Faculty members often assume leadership roles in training colleagues in co-teaching, technology, and data-analysis.</p>
 <p>Student Supports and Services:</p>	<p>ELL students offered pull out support program. Special Services include programs for Self-contained, Replacement, In-class support, Occupational and Speech therapy. Struggling students are offered supplemental courses in Math and Literacy, morning and/or after-school programs, summer Literacy and Mathematics programs and daily extra help with teachers. I&RS and 504 services assist students experiencing learning, behavior or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education and Health courses, daily recess and intramural sports program. NFL Play 60 & American Heart Association provided 4 field days, Jump Rope for Heart, Hoops for Heart, Healthy relationships with the Second Step Program, and annual field day activities. Breakfast program offered each morning. Full-time Nurse provides health and wellness information to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Active PTO and BQMT meet monthly to raise funds and bring concerns/suggestions to administration and faculty. Parents and community members invited to all performances and assemblies (e.g. 9/11 Program, Honors Awards, NJHS Induction Ceremony, Data presentation and informational sessions). Partnership with Puffin Foundation, Teaneck Police & Fire Departments, County Prosecutor, Region V and local colleges. Parent portals include Skyward, Teacher eBoards and school website all available online.</p>




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School Narrative

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 <p>Facilities:</p>	<p>Age of building is 61 and there have not been any recent renovations. Air conditioning available in offices and computer labs. Building has a Media Center/Library, Gymnasium, Auditorium, Cafeteria, 2 computer labs, Science Labs, and Performing Arts wing which includes sound proof practice rooms. Solar panels displayed in front of building and used to conserve energy.</p>
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Thomas Jefferson Middle School
2016-2017

Grade Span 05-08

03-5150-070
BERGEN
TEANECK TWP
655 TEANECK RD
TEANECK, NJ 07666-4249

School Narrative

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



Other Information:

Thomas Jefferson Middle school is located approximately 17 miles from New York City. Our middle school is comprised of fifth, sixth, seventh and eighth grades. We offer 80 minute blocks for Literacy and Mathematics for fifth and sixth grade students and 54 minute classes for all other subjects. Seventh and eighth grade students receive 54 minute instruction in all courses. Commitment to life-long learning in a caring environment is our school motto. Students learn the power of knowledge and reasoning in a supportive setting that strives for excellence. Hands-on activities and integrated approaches to the curriculum enable students at all grade levels to build bridges between subjects and recognize connections through lively participation. A nurturing school climate fosters personal growth and the attainment of self-reliance and independence needed for continued success. Technology enriches every aspect of the curriculum at Thomas Jefferson. Students use a variety of programs to augment their learning, including word processing, spreadsheets, multimedia presentations, digital imaging, movie making and desktop publishing. Most teachers have access to ELMO projectors which serve a variety of purposes during instruction to enhance student learning. We currently have 11 mobile carts allowing teachers to bring technology into the classroom and utilize Google Classrooms. A portable SMART Board is available for classroom use. Our Music students learn to compose their own music on iPads in the Music Technology course. Science labs are equipped with computer integrated probes for experiments. Each member of the Thomas Jefferson community is encouraged to always be ready to accept new challenges, meet new and different people, read new books, work together in professional learning communities, enhance and develop “the whole person” as we move forward in today’s society.



William Cullen Bryant School
2016-2017


Grade Span PK-KG

03-5150-080
BERGEN
TEANECK TWP
1 TRYON AVENUE
TEANECK, NJ 07666

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



William Cullen Bryant School
2016-2017

Grade Span PK-KG

03-5150-080
BERGEN
TEANECK TWP
1 TRYON AVENUE
TEANECK, NJ 07666

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	5	19	16
KG	155	134	135
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	74	76	82
Total	234	229	233

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	94	19	16
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	161	134	135

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	39%	37%
Male	54%	61%	63%
Economically Disadvantaged Students	36%	46%	37%
Students with Disabilities	38%	47%	44%
English Learners	9%	10%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	37.8%
Black or African American	24.0%
White	21.5%
Asian	13.3%
American Indian or Alaska Native	1.7%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	89.7%
Spanish	6.4%
Urdu	1.3%
Other	2.6%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

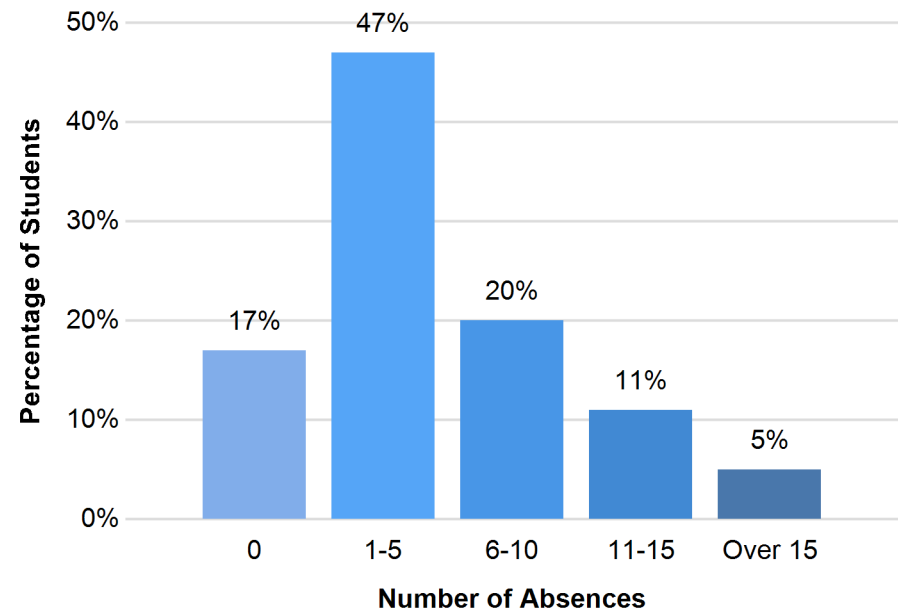
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	12.50	Met Target
White	0	12.50	Met Target
Hispanic	4.90	12.50	Met Target
Black or African American	6.80	12.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	10.00	12.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	12.50	Met Target
Students with Disabilities	0	12.50	Met Target
English Learners	N	**	**

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

Days Absent

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





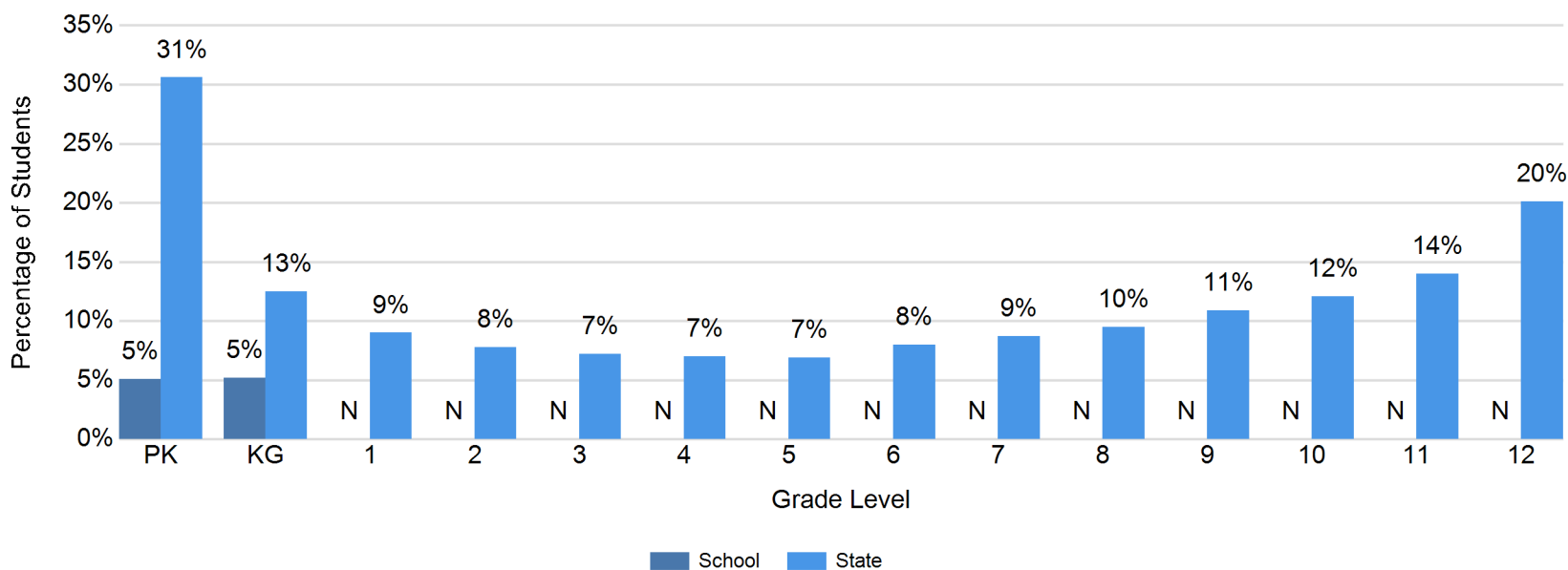
**William Cullen Bryant School
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**William Cullen Bryant School
2016-2017**

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	2:20PM
Length of School Day	5 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$489	\$19,402	\$19,891



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	64%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,506
Average years experience in public schools	16.7	15.9
Average years experience in district	11.0	11.6
Administrators in district for 4 or more years	67%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	233:1	131:1
Librarian/Media Specialists		1179:1
Nurses		505:1
Counselors		295:1
Child Study Team		186:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	85%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



**William Cullen Bryant School
2016-2017**

Grade Span PK-KG




03-5150-080
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1 TRYON AVENUE
TEANECK, NJ 07666

School General Info

Principal:	Ms. Abrew	Email Address:	labrew@teaneckschools.org
Address:	1 TRYON AVENUE TEANECK, NJ 07666	Website:	www.teaneckschools.org
Phone:	(201)833-5546	Twitter:	https://twitter.com/teaneck_bryant

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is a part of each school day, with all students utilizing 1:1 personal iPads and Chromebooks. • 2016 Winner Kaboom/Dr Pepper Let's Play Construction Grant for Courtyard playground. • Perfect Timing Program - Inter generational mentoring and enrichment program.
 Mission, Vision, Theme:	Bryant School is a place where academic excellence, personal integrity, diverse perspectives and meaningful relationships thrive in a safe, respectful, nurturing and intellectually stimulating environment. Parents, faculty and community members work together to advance student achievement and to assist each child in reaching his/her full potential.
 Awards, Recognition, Accomplishments:	At the end of school year 2016-2017, a review of student performance on the DRA2 revealed that 100% of kindergarten students achieved their student growth objective benchmark of Level 3 and above to enter First Grade classes.







**William Cullen Bryant School
2016-2017**

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>For school year 2016-2017, we will be using Benchmark Literacy for Kindergarten students and the Tools of the Mind Curriculum in all Pre-K-3 and Pre-K-4 classrooms. Our curriculum encompasses the basic concepts of Reading, Writing, Mathematics (Go Math!), Science and Social Studies, based on the NJ Pre-K Standards/K Common Core Standards. In order to serve a population that is diverse, with a wide range of abilities and developmental stages, we teach using differentiated instruction.</p>
 <p>Sports and Athletics:</p>	<p>All of Bryant School students participate in an annual school-wide field day event. This day is devoted to athletic contests or other sporting exercises.</p>
 <p>Clubs and Activities:</p>	<p>Some of the co-curricular activities at Bryant School include: art, music, foreign language, musical performances, around the world in 80 minutes and a reading contest.</p>
 <p>Before and After School Programs:</p>	<p>Bryant School houses a before and after-care program called School Aged Child Care (SACC), which is coordinated by the Teaneck Community Education Center (TCEC). The SACC program runs from 7:00 AM - 8:20 AM and 2:20 PM - 6:15 PM. TCEC also provides a WRAP around program for half-day, pre K children at Bryant School. This program allows for a continuum of care to half-day Pre-K students.</p>







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2016-2017**

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 <p>Staff and Professional Learning:</p>	<p>All staff participate in district-wide and school-based professional development (60+ hours/academic year). Grade level and departmental meetings take place throughout the school year giving staff members an opportunity to collaborate with colleagues. Foundation Training is offered to assist and advise teachers in teaching practices; subject area content matters, instructional methodologies, development of daily and long-range lesson/unit plans and organize classrooms for effective learning.</p>
 <p>Student Supports and Services:</p>	<p>Intervention & Referral Services assist students experiencing learning, behavior, social or health difficulties. ESL supports and services learners whose dominant language is other than English. Literacy Enrichment Services provides individualized and small group diagnostic/literacy enrichment for students experiencing difficulties in reading and language arts skill</p>
 <p>Student Health and Wellness:</p>	<p>Daily breakfast and hot lunch program. School wide healthy eating initiative and programs (i.e., Express Your Health, Wellness Screenings for both vision and dental).</p>
 <p>Parent and Community Involvement:</p>	<p>Bryant School has a Parent-Teacher Organization which helps to facilitate parental involvement in school. We also have another program, FLIPS - Families Learning, Improving and Partnering for Students Success hold meetings in conjunction with the PTO Executive Board to provide workshop sessions on topics that promote student academic success and social emotional growth.</p>



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Climate Surveys:

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

GLOW/GROW - End of Year Parent survey (1x per academic year), NYPIRC- Welcoming Schools Survey (1x per academic year). Results from surveys lead to recommendations for improved drop off/pick up procedures, improved signage for families, and welcome banners.



Facilities:

The Bryant School building is over 100 years old and has had interior additions in 2010. We have an air conditioned library, gymnasium, interior ecoscape courtyard, 2 playground spaces and an air conditioned multi-purpose room. Some of our classrooms are equipped with Smart Board technology. All of our classes have 1:1 laptop and/or iPads.



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School Narrative

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Other Information:

Bryant School serves approximately 350 students from grades Pre-K-3/4 and Kindergarten. As in all of Teaneck's schools, Bryant's classes are balanced according to gender, race or ethnicity, and academic ability. Kindergarten attendance is mandated by the State of NJ. Pre-K is an optional, supplemental program that is provided and runs for two and a half hours daily. Selection for this program is done via a lottery process. Bryant school hours are from 8:30am to 2:20pm. Regular half-day classes for PreK-3/4 are from 8:30 AM to 11:00 AM and 11:50 AM to 2:20 PM. In addition, some morning only half-days are scheduled for the entire school or district and these half days end at 12:30pm for full day students; half day students who are required to attend dismiss at 11:00 AM. All Teaneck schools operate on an A to F day schedule, with each letter representing a different day on which the specials (art, library, music, physical education, Spanish, etc.) will take place. Bryant School also provides guidance and character education lessons. The counselor coordinates lessons with teachers, meets with small groups and individual children. Communication with parents and the community is done in a variety of ways. We utilize Skylert to send out phone blasts, e-mail blasts and/or text messages to parents. Our social media page, Twitter, boasts of the exciting and important events taking place at Bryant School. We also send home flyers, notices and we post on our schools website. Teachers use a variety of communication tools to communicate directly with parents (i.e., Bloomz, Class Dojo, eBoards, etc.)