NJ SCHOOL PERFORMANCE REPORT

TENAFLY HIGH SCHOOL
(03-5160-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	BERGEN
District	TENAFLY BORO
Principal Name	MR. MORRISON
Address	19 COLUMBUS DRIVE TENAFLY, NJ 07670
Phone Number	(201)816-6614
Email Address	JMORRISON@TENAFLY.K12.NJ.US
Website	https://www.tenaflyschools.org/
Twitter	http://twitter.com/tenaflyguidance

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	276	312	311
10	290	285	312
11	277	286	284
12	301	280	285
Total	1,144	1,163	1,192

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	2015-16	2016-17	2017-18
Female	50.3%	49.4%	49.8%
Male	49.7%	50.6%	50.2%
Economically Disadvantaged Students	2.9%	2.4%	3.2%
Students with Disabilities	15.6%	16.8%	16.7%
English Learners	3.5%	4.6%	3.6%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.1%	0.1%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	60.9%	60.7%	61.2%
Hispanic	5.9%	6.7%	5.5%
Black or African American	1.2%	1.2%	1.5%
Asian	30.8%	30.4%	30.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.0%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,144	1,163	1,191
Shared Time Students	0	0	1
Full Time Equivalent	1,144	1,163	1,192

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	63.7%
Korean	14.0%
Hebrew	9.8%
Chinese	4.0%
Russian	2.2%
Other Languages	6.3%

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	624	98.8	84.7	84.3	56.7	84.7	61.1	Met Goal
White	379	99.0	82.9	82.2	65.6	82.9	58.8	Met Goal
Hispanic	31	96.9	74.2	*	42.5	74.2	50.1	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	192	98.5	90.6	90.7	82.3	90.6	67.2	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	85.8	63.4	*	**	**
Female	297	98.4	88.6	89.8	64.5	88.6		
Male	327	99.1	81.1	79.3	49.4	81.1		
Economically Disadvantaged Students	16	94.1	81.3	63.2	38.5	80.2	**	**
Non-Economically Disadvantaged Students	608	98.9	84.7	84.9	67.5	84.7		
Students with Disabilities	112	97.5	48.2	49.9	21.6	48.2	37.6	Met Target
Students without Disabilities	512	99.0	92.6	92.4	63.9	92.6		
English Learners	44	98.0	56.8	67.3	27.3	56.8	53	Met Target
Non-English Learners	580	98.8	86.7	86.0	59.4	86.7		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	311	785	785	752	*	*	7%	44%	45%	89%	55%
White	184	781	781	760	*	*	10%	47%	39%	86%	64%
Hispanic	11	760	760	735	0%	*	*	*	*	64%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	104	792	792	782	*	*	*	38%	57%	94%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	150	790	790	759	*	*	*	39%	52%	91%	63%
Male	161	780	780	744	*	*	*	48%	38%	86%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	46	759	759	716	*	*	26%	*	*	61%	15%
Students without Disabilities	265	789	789	758	*	*	4%	*	*	94%	62%
English Learners	18	739	739	691	*	*	*	*	*	33%	*
Non-English Learners	293	788	788	755	*	*	*	*	*	92%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	315	784	784	749	4%	3%	11%	39%	43%	82%	51%
White	195	782	782	756	*	*	13%	42%	39%	81%	58%
Hispanic	20	784	784	733	*	0%	*	*	*	80%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	90	793	793	782	*	*	*	36%	53%	89%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	151	791	791	759	*	*	8%	34%	52%	87%	60%
Male	164	777	777	739	*	*	14%	44%	34%	77%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	60	742	742	707	*	*	32%	*	*	45%	15%
Students without Disabilities	255	794	794	756	*	*	6%	*	*	91%	57%
English Learners	13	732	732	684	*	*	*	*	*	38%	*
Non-English Learners	302	786	786	752	*	*	*	*	*	84%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

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	179	732	732	736	24%	17%	24%	*	*	35%	39%
White	111	728	728	737	28%	18%	25%	*	*	29%	41%
Hispanic	13	708	708	731	*	*	*	*	*	15%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	51	744	744	759	*	*	22%	*	*	53%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	70	733	733	745	24%	*	27%	*	*	37%	48%
Male	109	731	731	728	24%	*	22%	*	*	34%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	45	713	713	708	42%	*	*	*	*	24%	13%
Students without Disabilities	134	738	738	742	18%	*	*	*	*	39%	44%
English Learners	10	731	731	702	*	*	*	*	*	40%	*
Non-English Learners	169	732	732	738	*	*	*	*	*	35%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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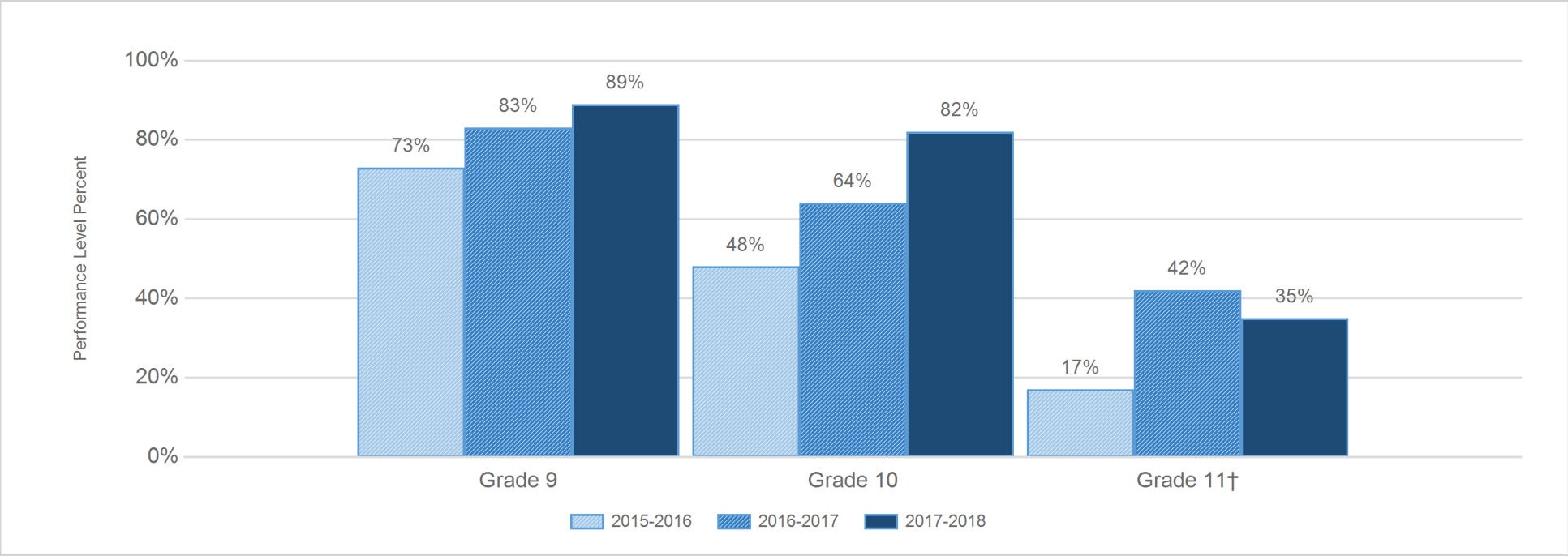
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	616	98.9	69.8	77.6	45.0	69.8	64	Met Target
White	376	98.7	65.9	73.2	54.1	65.9	59.8	Met Target
Hispanic	30	96.8	46.7	*	29.2	46.7	39.3	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	188	99.5	83.0	89.9	77.0	83.0	76	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	78.1	53.0	*	**	**
Female	294	98.7	71.1	78.5	46.0	71.1		
Male	322	99.1	68.6	76.9	43.9	68.6		
Economically Disadvantaged Students	16	94.1	50.1	49.0	26.6	49.4	**	**
Non-Economically Disadvantaged Students	600	99.0	70.3	78.2	55.9	70.3		
Students with Disabilities	112	98.3	29.5	41.8	17.1	29.5	30.3	Met Target†
Students without Disabilities	504	99.0	78.8	85.9	50.5	78.8		
English Learners	43	95.9	76.7	79.7	24.6	76.7	80	Met Target†
Non-English Learners	573	99.1	69.2	77.4	46.9	69.2		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	106	757	779	746	*	*	35%	*	*	53%	46%
White	69	753	772	755	*	*	39%	*	*	48%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	26	775	792	779	0%	0%	*	*	*	77%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	49	756	778	748	*	*	33%	*	*	57%	48%
Male	57	758	780	745	*	*	37%	*	*	49%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	36	735	747	716	*	*	47%	*	*	22%	13%
Students without Disabilities	70	768	786	752	*	*	29%	*	*	69%	52%
English Learners	12	765	789	710	*	*	*	*	*	67%	*
Non-English Learners	94	756	778	749	*	*	*	*	*	51%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	245	754	761	735	*	10%	24%	*	*	64%	30%
White	161	753	757	740	*	9%	25%	*	*	63%	37%
Hispanic	14	733	733	723	0%	*	*	*	*	29%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	60	763	773	760	*	*	20%	*	*	75%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	119	753	760	736	*	12%	22%	*	*	65%	30%
Male	126	754	763	734	*	9%	25%	*	*	63%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	61	731	*	713	*	*	33%	*	*	25%	*
Students without Disabilities	184	761	*	738	*	*	21%	*	*	77%	*
English Learners	13	756	*	711	*	*	*	*	*	54%	*
Non-English Learners	232	754	*	736	*	*	*	*	*	64%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

TENAFLY HIGH SCHOOL
(03-5160-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	336	771	773	727	4%	10%	13%	54%	18%	72%	30%
White	187	763	*	733	6%	13%	17%	51%	13%	65%	35%
Hispanic	17	746	746	710	*	*	*	*	*	53%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	123	787	*	766	*	*	*	58%	30%	88%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	155	768	*	728	*	*	12%	59%	15%	74%	30%
Male	181	773	*	727	*	*	14%	49%	22%	71%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	43	732	*	693	*	*	*	*	*	37%	*
Students without Disabilities	293	777	*	732	*	*	*	*	*	77%	*
English Learners	13	785	*	691	*	0%	*	*	*	77%	*
Non-English Learners	323	770	*	729	*	11%	*	*	*	72%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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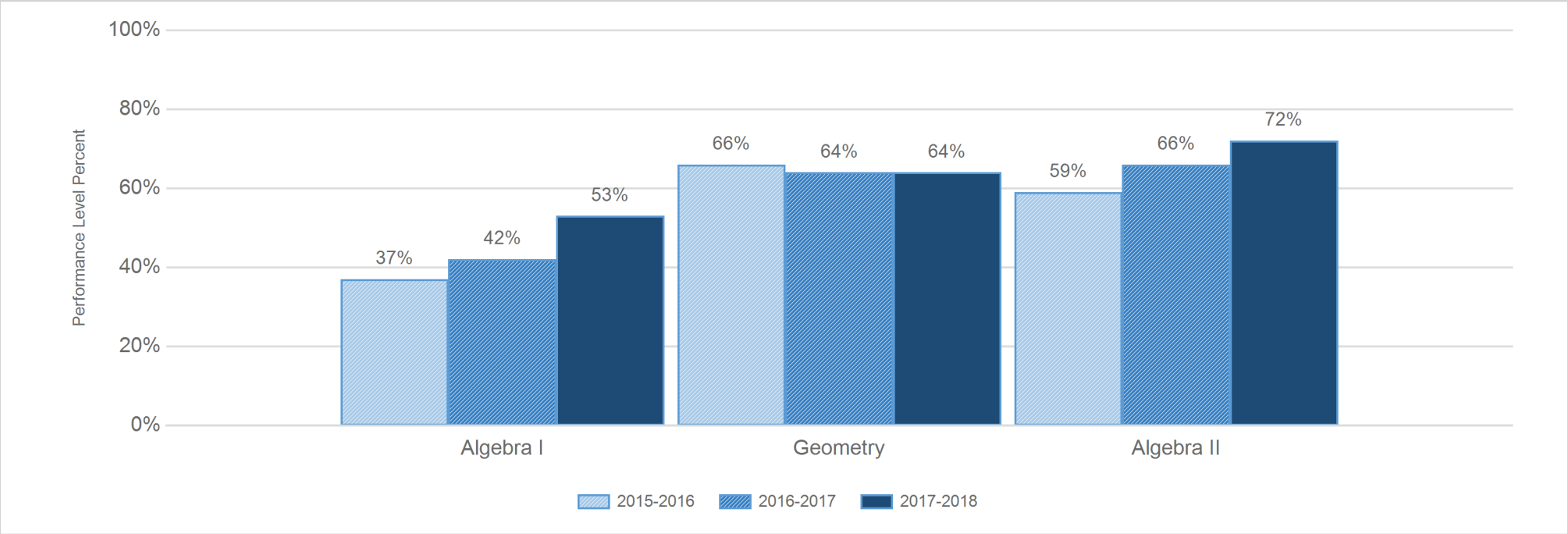
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	91.7%	46.8%	Exceeds

† Target was met within one standard deviation

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 and 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
0-2	26	42.3%	57.7%
3-4	14	14.3%	85.7%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	51.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	55.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	62.9%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	589	478	Grade 10: 430 Grade 11: 460	93%	62%
PSAT 10/NMSQT - Math	599	478	Grade 10: 480 Grade 11: 510	85%	42%
SAT - Reading and Writing	658	542	480	99%	72%
SAT - Math	682	543	530	96%	54%
ACT - Reading	28	24	22	91%	62%
ACT - English	29	24	18	98%	78%
ACT - Math	27	24	22	85%	62%
ACT - Science	27	23	23	78%	53%

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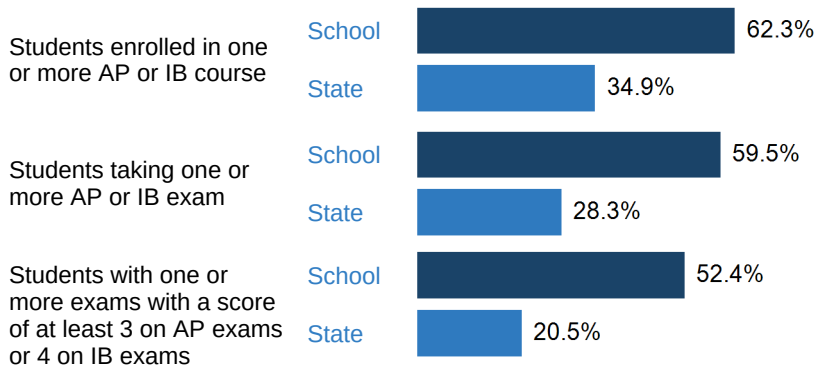
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	2	2
AP Biology	83	77
AP Calculus AB	76	72
AP Calculus BC	40	43
AP Chemistry	34	36
AP Chinese Language and Culture	7	8
AP Computer Science A	6	7
AP English Language and Composition	97	95
AP English Literature and Composition	103	99
AP Environmental Science	8	8
AP French Language and Culture	14	13
AP Human Geography	1	1
AP Macroeconomics	17	21
AP Microeconomics	17	6
AP Music Theory	17	15
AP Physics 1	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	27	27
AP Physics C: Mechanics	29	27
AP Psychology	8	7
AP Spanish Language	27	30
AP Statistics	99	83
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Demensional	9	3
AP U.S. Government and Politics	50	47
AP U.S. History	32	32
AP World History	0	21
Total Exams taken		786
Exams with scores of at least 3 on AP exams or 4 on IB exams		645

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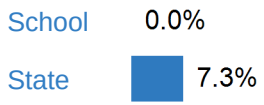
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

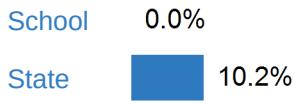
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for 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 shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

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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/.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	87	164	26	0	0	0	48
10	1	100	170	6	0	0	44
11	2	12	73	196	3	44	10
12	0	0	15	41	171	70	34
Total	90	276	284	243	174	114	136
Enrolled in AP/IB Course					116	99	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	120	0	0	0	317	0
10	216	113	0	0	15	17
11	46	214	0	2	60	26
12	41	10	0	6	158	90
Total	423	337	0	8	550	133
Enrolled in AP/IB Course	83	34		8	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	39

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	19	0	28	0	300
10	6	14	0	23	0	296
11	4	272	7	10	0	49
12	0	273	10	13	0	75
Total	10	578	17	74	0	720
Enrolled in AP/IB Course	0	32	17	8		51
Enrolled in Dual Enrollment Course	0	0	0	17	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	192	46	32	0	0	33	0
10	204	47	32	0	0	18	0
11	149	44	33	1	0	21	1
12	90	38	19	0	0	19	0
Total	635	175	116	1	0	91	1
Enrolled in AP/IB Course	27	14	0	0	0	7	0
Enrolled in Dual Enrollment Course	50	48	13	0	0	0	0
Enrolled in Level 3 or Higher	302	93	35	0	0	40	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Chinese	*
French	*
German	*
Hebrew	*
Italian	*
Korean	*
Russian	*
Spanish	34
Total	50

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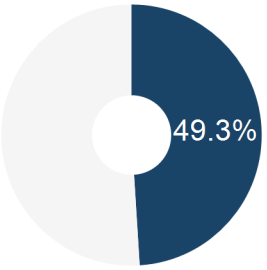
Visual and Performing Arts – Course Participation

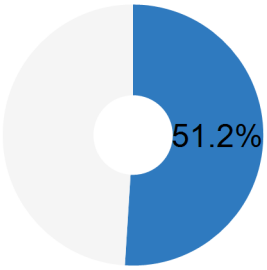
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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

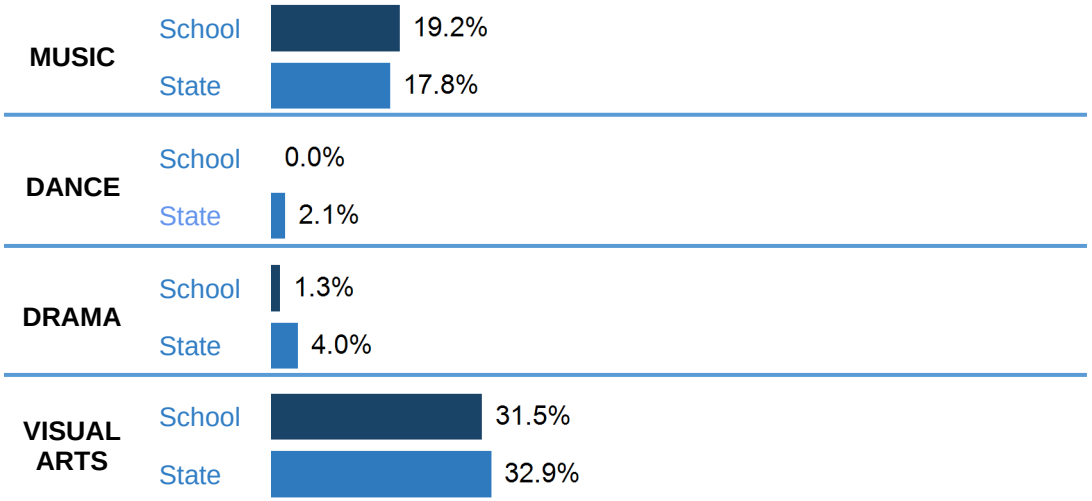


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.6%	90.9%	98.9%	92.4%	98.6%	N	Met Goal	99.3%	N	Met Goal
White	97.3%	95.0%	98.8%	95.7%	98.2%	N	Met Goal	98.9%	N	Met Goal
Hispanic	100.0%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.8%	97.0%	98.8%	97.7%	98.8%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	84.6%	*	87.0%	*	**	**	100.0%	**	**
Students with Disabilities	92.9%	80.1%	93.0%	83.5%	93.0%	84.8%	Met Target	95.8%	N	Met Goal
English Learners	93.3%	75.8%	100.0%	81.8%	100.0%	**	**	100.0%	N	Met Goal
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	*	64.9%						

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	78.3%	83.3%
Substitute Competency Test	21.4%	16.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.4%	0.4%

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
2018	97.6%	-
2017	98.6%	98.9%
2016	98.4%	99.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%

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TENAFLY HIGH SCHOOL
(03-5160-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Information about students enrolling in colleges and universities after graduation 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 information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	85.7%	2.9%	97.1%
White	86%	2.7%	97.3%
Hispanic	76.5%	0%	100%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.4%	3.9%	96.1%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	76.9%	10%	90%
Students with Disabilities	80%	8.3%	91.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	84.7%	4.3%	95.7%	37.9%	62.1%	25%	75%
White	83.4%	3.7%	96.3%	36.8%	63.2%	20.6%	79.4%
Hispanic	83.3%	5%	95%	40%	60%	30%	70%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89%	5.5%	94.5%	41.1%	58.9%	32.9%	67.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	81%	5.9%	94.1%	35.3%	64.7%	32.4%	67.6%
English Learners	*	*	*	*	*	*	*

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

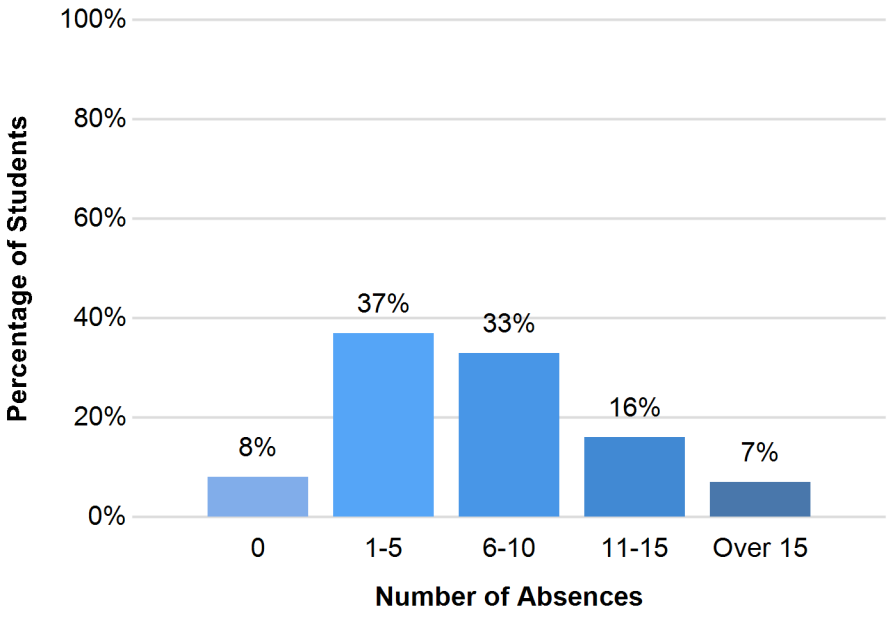
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	53	4.3	14.9	Met
White	41	5.4	14.9	Met
Hispanic	2	3.0	14.9	Met
Black or African American	1	5.6	**	**
Asian, Native Hawaiian, or Pacific Islander	8	2.1	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.7	**	**
Economically Disadvantaged Students	1	2.6	14.9	Met
Students with Disabilities	28	12.0	14.9	Met
English Learners	0	0	14.9	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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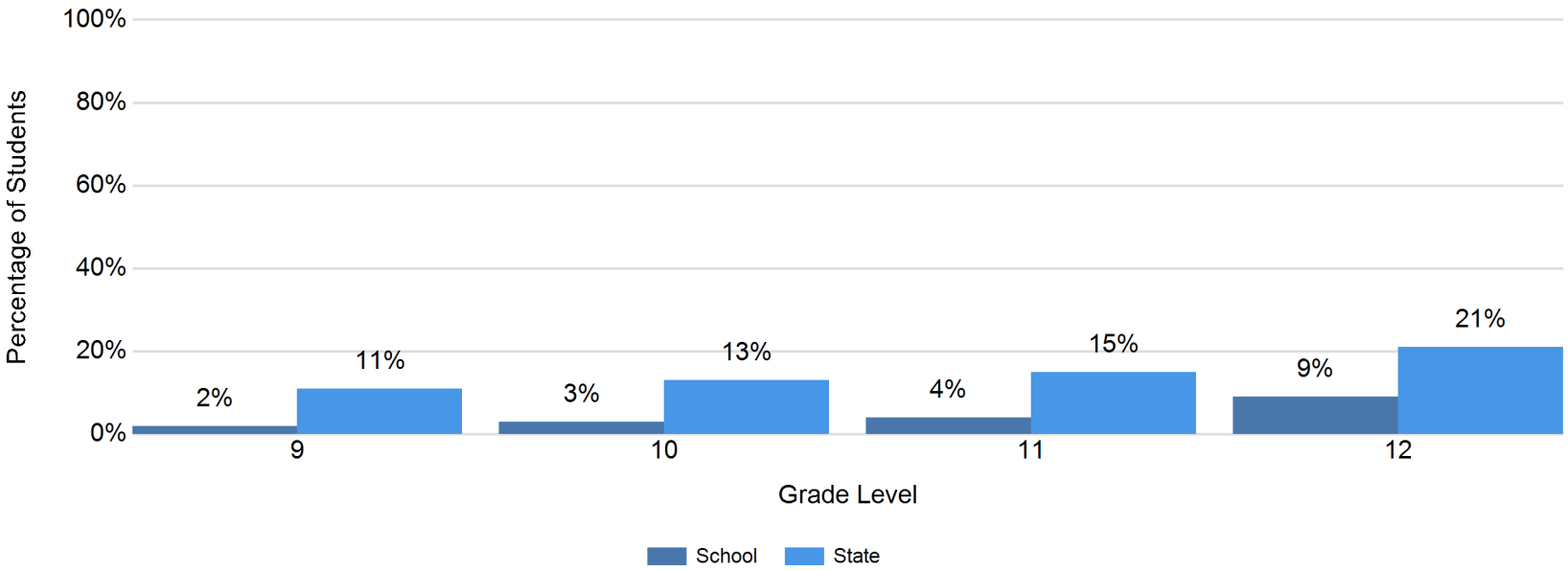
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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 row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	2
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.26

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	2
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	1	1
Other	2	1	3
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	12	1.0%
Any Suspension	12	1.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
118

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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. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 11 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$320	$16,087	$16,407

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Key terms for staff data:
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

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	108	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	69.4%	75.5%

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	26	9,374
Average years experience in public schools	20.8	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	80.8%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	298:1	143:1
Teachers to Administrators	27:1	12:1
Students to Librarians/Media Specialists		618:1
Students to Nurses		927:1
Students to Counselors		285:1
Students to Child Study Team		285:1

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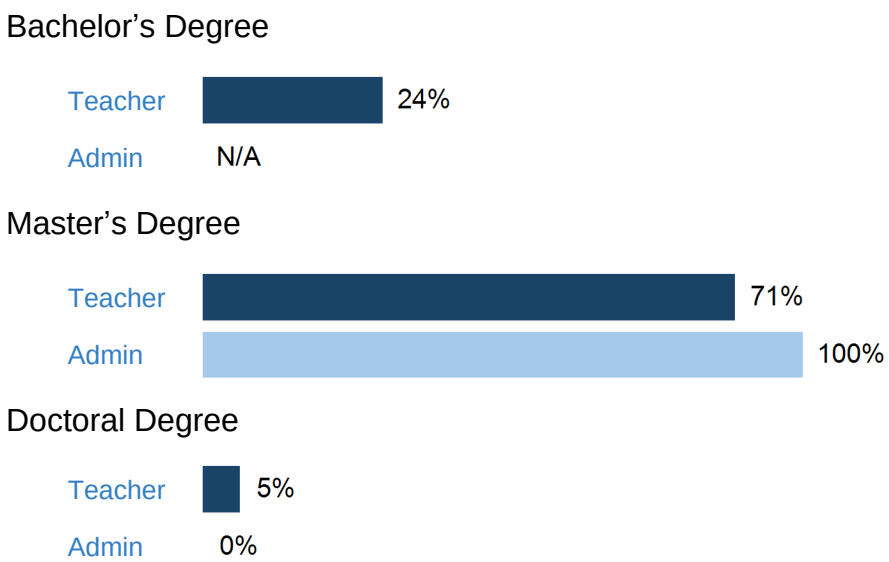
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	86.2%

Faculty Attendance

This table shows the percentage of days that 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
2017-18	97.7%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	59.3%	25.0%
Male	40.7%	75.0%
White	82.4%	100.0%
Hispanic	4.6%	0.0%
Black or African American	1.9%	0.0%
Asian	11.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	93.98	15.0%
Mathematics Proficiency	94.56	15.0%
Graduation Rate - 4-Year	87.68	20.0%
Graduation Rate - 5-Year	93.10	20.0%
Progress Towards English Language Proficiency	100.00	20.0%
Chronic Absenteeism	91.09	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	93.55	n/a
Summative Rating: Percentile Rank of Summative Score	96.56	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Goal	Met Goal	Exceeds Target	Met	No
White	87.09	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	97.00	8.94	No	Met Target	Met Target	Met Goal	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	80.37	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Met	No
Students with Disabilities	91.62	8.94	No	Met Target	Met Target†	Met Target	Met Goal	n/a	Met	No
English Learners	100.00	8.94	No	Met Target	Met Target†	**	Met Goal	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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.

Highlights:	• THS offers meaningful educational experiences for all students within a stimulating, safe and nurturing environment. • THS Class of 2018 had 95% of students continue their education at four-year colleges and 2% at two-year colleges. • With over 60 clubs, students have the opportunity to engage in a wide range of extra and co-curricular experiences.
Mission, Vision, Theme:	Tenafly High School offers meaningful and challenging educational experiences for each and every student within a stimulating, safe and nurturing environment, in order for them: to discover and develop their potential, to develop intellectual curiosity and a love of learning, to understand and promote democratic values, and to become contributing members of the local and global communities in which they will live.
Awards, Recognition, Accomplishments:	Tenafly High School, a nationally recognized Blue Ribbon School, has been ranked one of the top high schools in New Jersey (NJ Monthly and Inside Jersey) and nationally (Newsweek and US News and World Report). Tenafly High School was named a 2017 Gold Medal High School by US News and World Report. The graduating class of 2018 had 95% of students continue their education at four-year colleges and 2% at two-year colleges.

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Courses, Curriculum, Instruction:	Comprehensive HS program designed to meet the needs of individual students and prepare them for the future. 20 AP Classes. Honors classes at every level in most content areas. Dual enrollment with SHU and Albany U. CSI Learning Center providing academic support and internships. Student produced morning TV news broadcast-Tiger Tots preschool housed in the high school allowing for internships. STEM, Business and Performing Arts Academies.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) The Athletic department currently offers 31 Varsity Athletic programs throughout the school year including JV and Freshman offerings in a majority of our programs. Our student involvement rate has risen significantly throughout the last year, with 70% of our programs showing increased participation throughout the Fall and Winter seasons in 18-19. The department continues to look to increase participation and athletic offerings as our student athletes proudly represent the philosophy of educational based athletics with Tenafly High School.
Clubs and Activities:	With over sixty active clubs and organizations at Tenafly High School, students have the opportunity to engage in a wide range of extra and co-curricular experiences. Many of the clubs, such as Key Club and Interact embed service in their respective missions. Others, such as Physics Club and Math Club complement the academic experience. Students also pursue service opportunities from external sources such as the Tenafly Volunteer Ambulance Corps, Tenafly Challenger League and Jenna's Rainbow.

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Staff and Professional Learning:	Tenafly High School employs a series of Collaborative Learning days which are mapped out annually on the district calendar. These days afford educators the opportunities for both vertical and horizontal articulation. In addition, faculty at THS are encouraged to participate in an in-house professional development called Project Infusion. Project Infusion comprises of full- and half-day workshops on a variety of educational topics designed and presented by faculty members.
Postsecondary Information:	97% of graduates attend college-students also join the military, take a GAP year, and join the workforce. Counseling program with 6 counselors providing individualized support-Common Application Boot Camp each Friday lunch, evening programs for college and financial advice-host college mini fairs. Over 150-admission reps visit annually. Naviance used to provide college information and process applications. Processed 2900 applications to 355 US and international colleges. Average SAT 1365 and ACT 28.6-325 students took an AP test-88% scores 3+. Some of the schools that the Class of 2018 are attending American, Barnard, Bergen Community College, Boston University, Carnegie Mellon, Columbia, Cornell, U. of Delaware, Drexel, Duke, Emory, Fordham, Georgetown, Indiana, Lafayette, Lehigh, U. of Maryland, Miami, U. of Michigan, Montclair, Muhlenberg, TCNJ, NYU, Northeastern, Penn. State, Quinnipiac, Ramapo, Rutgers, USC, Steven's, Syracuse, Tufts, Tulane, Villanova

NJ SCHOOL PERFORMANCE REPORT

TENAFLY HIGH SCHOOL
(03-5160-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Student Supports and Services:	ELL program helps diverse student population through classes in language acquisition and development. Extensive Special Education program provides students access to curriculum in the least restrictive environment-Coordination of student support services provided by counselors, CST, SAC, nurse and administrators. Academic support provided in CSI throughout the day- I&RS, 504 and CST options- Drop-in center and school programs for mental well-being provided by CarePlus in Guidance.
Student Health and Wellness:	All students required to participate in PE program. Project Adventure Program in 9th grade with individual and group initiatives aimed at increasing personal confidence and achieving goals cooperatively. PE emphasis on relieving stress, developing strength, flexibility, agility and endurance. Activities include aerobics, badminton, basketball, flag football, floor hockey, frisbee, handball, lacrosse, soccer, softball, tennis, table tennis, weight training, track & field, and volleyball.
Parent and Community Involvement:	On the Genesis Parent Portal, parents can view attendance, class schedule and grades. The HSA enriches the student experience and promotes family involvement supplying funds for speakers, scholarships, and other needs. The CAP Committee acknowledges the concern for drug prevention in schools and sponsors informational programs and events. The Parent Association for Special Education in Tenafly exchanges information and promotes parent advocacy to improve school for all children.

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Facilities:	Tenafly High School was built in 1972 and a new wing was added in 2008. The entire high school is under air conditioning. The new wing added several dedicated biology, chemistry and physics laboratories. Tenafly has numerous courtyards with benches and tables for students. The Tiger Study Den is a unique quiet area for studying while the library media center is the hub of the school. The heart of Tenafly High School is dedicated to a state of the art library media student center. On the library's main floor large rectangular conference tables allow up to 12 students to collaborate and/or study. The library's exclusive web site www.librarymedia.net is rich with video produced by TV production students. The library media center is in a constant state of improvement, always striving to engage students with the world around them.

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Technology and STEM:	STEM endorsement available on seniors who complete 11 courses in STEM. Robust STEM curriculum with courses in Robotics, Engineering and Architecture. Active student membership in NJ Interscholastic STEM League Club, Tenafly Robotics Club, Tenafly Coding Club and Society of Women Engineers Club. Most classrooms quipped with smartboards. Every classroom supported by a class set of Chromebooks meeting a one-on-one initiative.

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Other Information:	The 2018-2019 school year marks Tenafly High School's second year of a successful implementation of a new rotating-drop bell schedule. The purpose of investigating, developing, and ultimately implementing the new bell schedule was to optimize opportunities for deep and engaged student learning. Tenafly High School continues to work closely and partner with law enforcement to ensure a safe learning environment for students and staff. THS has a SRO (School Resource Officer), security cameras in the building and on campus, and requires students and staff to access the building at designated entrances by using their proxy photo-ID card. The CSI Learning Center (Content, Skills, & Internship) delivers the THS PASS (Pathway to Academic Skills and Success) Program which provides remediation in Mathematics and Language Arts. CSI teachers assist Seniors in opportunities for internships and academic research projects.