



J SPENCER SMITH SCHOOL
2016-2017


Grade Span KG-05

03-5160-070
BERGEN
TENAFLY BORO
101 DOWNEY DRIVE
TENAFLY, NJ 07670

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
KG	60	58	54
1	52	62	66
2	56	67	65
3	61	54	61
4	75	62	61
5	76	77	68
Ungraded	9	7	8
Total	389	387	383

Student Group	2014-15	2015-16	2016-17
Female	50%	46%	44%
Male	50%	55%	56%
Economically Disadvantaged Students	0%	1%	2%
Students with Disabilities	12%	13%	15%
English Learners	6%	4%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	56.1%
Asian	31.3%
Hispanic	5.5%
Black or African American	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.4%

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	60	58	54

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	68.4%
Korean	11.5%
Hebrew	6.8%
Spanish	2.9%
Chinese	2.9%
Other	7.8%



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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	175	99.5	80.60	81.50	54.90	80.6	80	Met Goal
White	91	98.9	79.10	79.40	63.90	79.1	79.1	Met Target
Hispanic	12	100.0	50.00	68.30	39.80	50	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	89.80	87.50	80.70	89.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	86	100.0	90.70	86.90	62.20	90.7		
Male	89	98.9	70.80	76.70	48.10	70.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	28	96.6	35.70	49.60	20.50	35.7	37.1	Met Target†
Students without Disabilities	147	100.0	89.10	88.50	61.90	89.1		
English Learners	14	100.0	57.10	60.70	25.20	57.1	**	**
Non-English Learners	161	99.4	82.60	83.50	57.40	82.6		
Homeless Students	N	N	N	*	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	768	776	749	*	*	18%	58%	*	72%	50%
White	28	762	767	759	*	*	*	61%	*	71%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	22	780	784	775	*	*	*	64%	*	82%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	776	783	754	*	*	*	68%	*	86%	55%
Male	32	760	770	745	*	*	*	50%	*	59%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	781	779	753	0%	*	*	43%	40%	83%	56%
White	33	777	775	762	0%	*	*	46%	33%	79%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	18	801	791	777	*	*	*	*	61%	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	30	794	784	758	*	*	*	37%	*	93%	61%
Male	28	768	773	749	*	*	*	50%	*	71%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	777	776	756	0%	*	*	59%	26%	85%	59%
White	33	777	772	763	0%	*	*	61%	*	85%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	22	784	784	779	0%	0%	*	59%	*	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	32	784	782	761	0%	*	*	53%	*	91%	66%
Male	34	771	770	750	0%	*	*	65%	*	79%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	66	777	*	765	0%	*	*	59%	26%	85%	71%
Students with Disabilities	14	750	*	725	*	*	*	*	*	50%	22%
Students without Disabilities	52	785	*	762	*	*	*	*	*	94%	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%



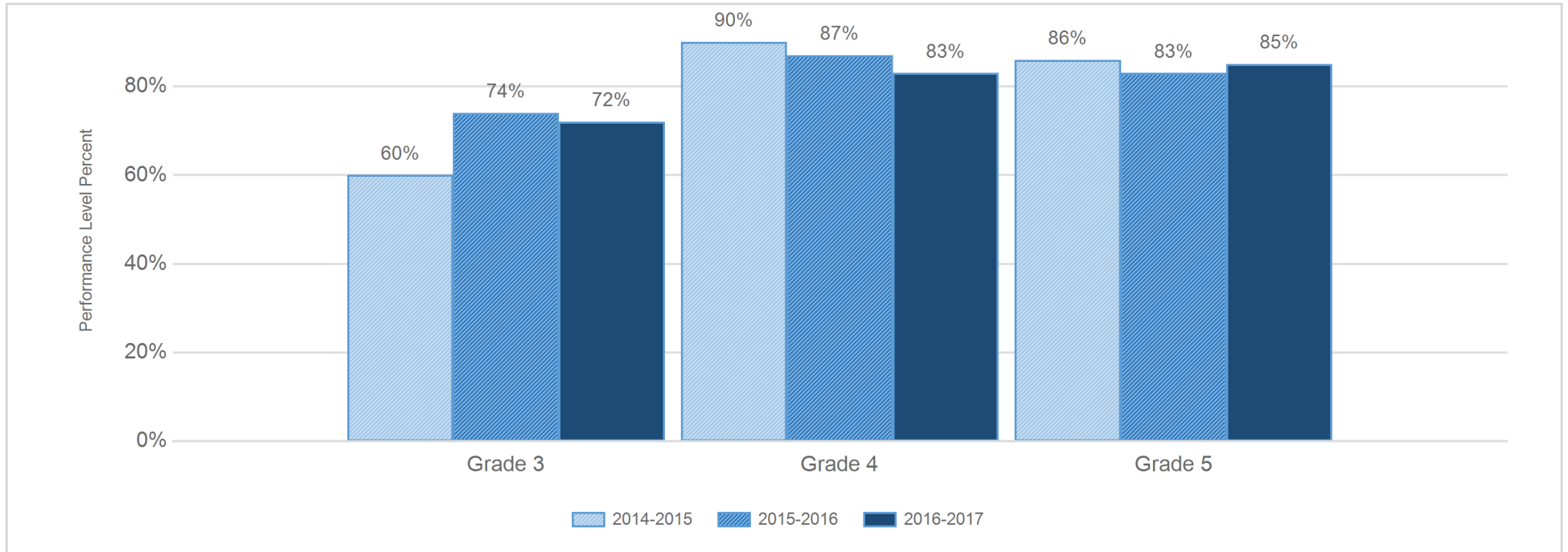
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English Language Arts/Literacy Assessment - Performance Trends

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	180	99.5	82.80	76.80	43.50	82.8	80	Met Goal
White	94	99.0	80.90	73.10	52.40	80.9	80	Met Goal
Hispanic	12	100.0	50.00	52.80	27.60	50	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	61	100.0	91.80	87.20	75.60	91.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	88	100.0	87.50	78.30	44.10	87.5		
Male	92	99.0	78.30	75.50	42.90	78.3		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	28	96.6	42.90	41.80	16.50	42.9	41.1	Met Target
Students without Disabilities	152	100.0	90.10	84.40	48.80	90.1		
English Learners	18	100.0	61.10	79.00	23.30	61.1	**	**
Non-English Learners	162	99.4	85.20	76.70	45.20	85.2		
Homeless Students	N	N	N	*	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		

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† 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	774	779	751	*	*	*	49%	33%	82%	53%
White	29	764	768	759	*	*	*	59%	*	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	22	794	792	779	0%	*	0%	*	55%	96%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	773	780	751	*	*	*	69%	*	90%	52%
Male	32	774	778	751	*	*	*	31%	*	75%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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	61	777	774	747	*	*	*	49%	31%	80%	47%
White	34	770	770	755	*	0%	*	65%	*	79%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	20	795	788	774	0%	0%	*	*	60%	95%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	31	781	773	747	*	*	*	52%	*	87%	47%
Male	30	772	775	747	*	*	*	47%	*	73%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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	68	769	769	747	*	*	*	65%	19%	84%	46%
White	34	763	763	754	*	*	*	74%	*	85%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	23	781	781	774	0%	0%	*	61%	*	87%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	766	770	747	*	*	*	78%	*	88%	47%
Male	36	772	768	746	*	*	*	53%	*	81%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	68	769	*	756	*	*	*	65%	19%	84%	59%
Students with Disabilities	14	749	746	725	*	*	*	*	*	57%	19%
Students without Disabilities	54	774	774	751	*	*	*	*	*	91%	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%



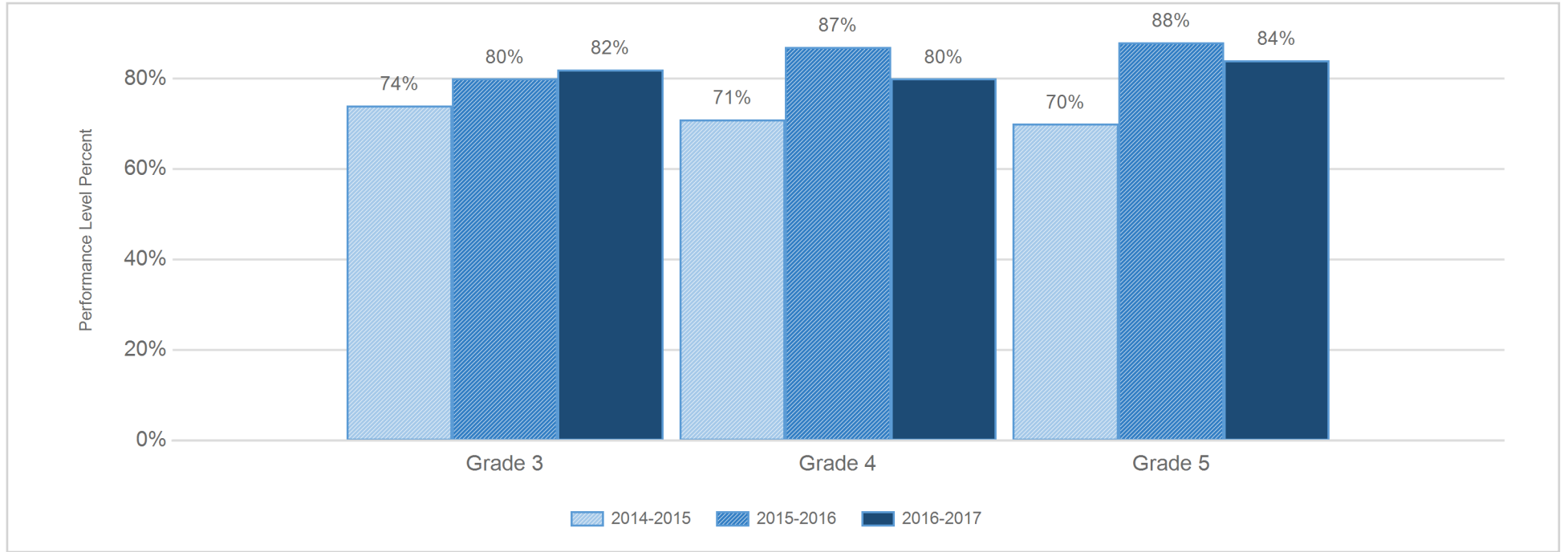
**J SPENCER SMITH SCHOOL
2016-2017**

03-5160-070
BERGEN
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101 DOWNEY DRIVE
TENAFLY, NJ 07670

Grade Span KG-05

Mathematics Assessment – Performance Trends

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





**J SPENCER SMITH SCHOOL
2016-2017**

03-5160-070
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TENAFLY BORO
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TENAFLY, NJ 07670

Grade Span KG-05

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	87.5%	12.5%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



**J SPENCER SMITH SCHOOL
2016-2017**

03-5160-070
BERGEN
TENAFLY BORO
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Grade Span KG-05

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.

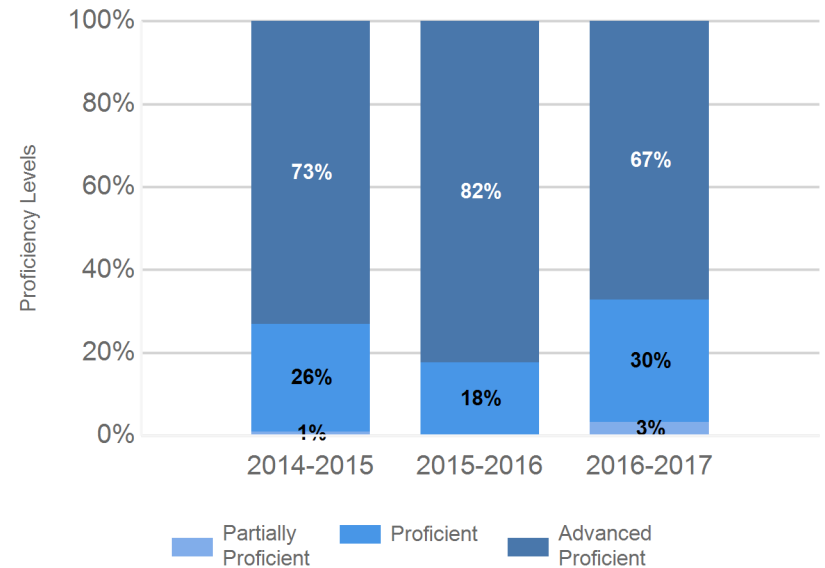
NJASK Science Assessment Performance: Grade 4

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	67%	30%	3%
White	59%	41%	N
Hispanic	*	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	88%	12%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	N	N
Students with Disabilities	N	*	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.





**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

03-5160-070
BERGEN
TENAFLY BORO
101 DOWNEY DRIVE
TENAFLY, NJ 07670

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	64.5	52	50	Exceeds Target	64.5	62	50	Exceeds Target
White	59.5	49	50	Met Target	59	60	52	Met Target
Hispanic	*	52	49	**	*	57	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	58	60	Exceeds Target	78	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	65	52	**
Economically Disadvantaged	*	55	47	**	*	51	46	**
Students with Disabilities	48	45	41	**	33	57	43	**
English Learners	*	54	53	**	*	*	51	**

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



J SPENCER SMITH SCHOOL
2016-2017

03-5160-070
BERGEN
TENAFLY BORO
101 DOWNEY DRIVE
TENAFLY, NJ 07670

Grade Span KG-05

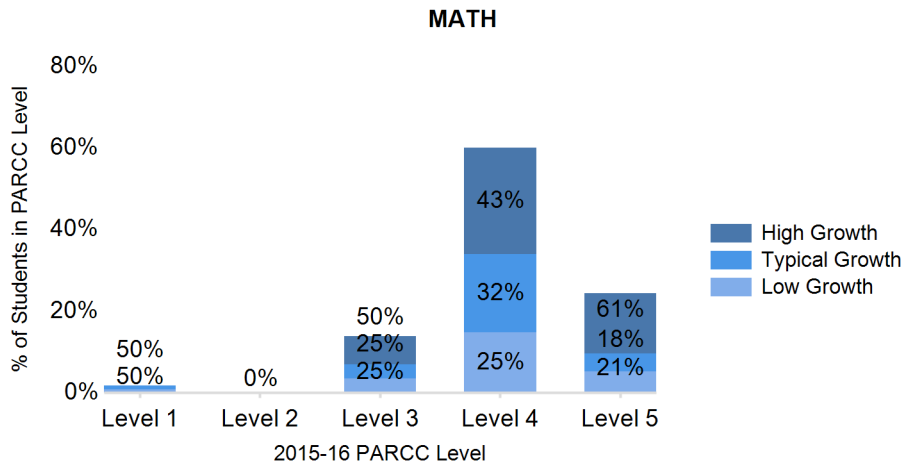
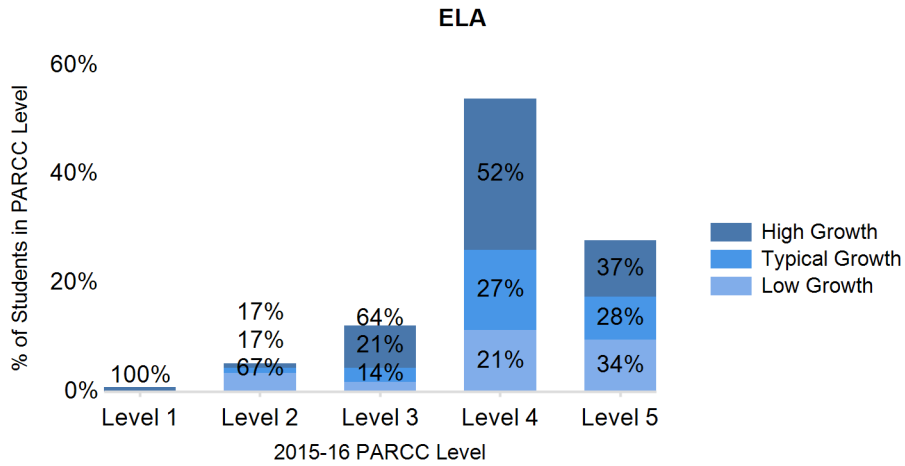
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

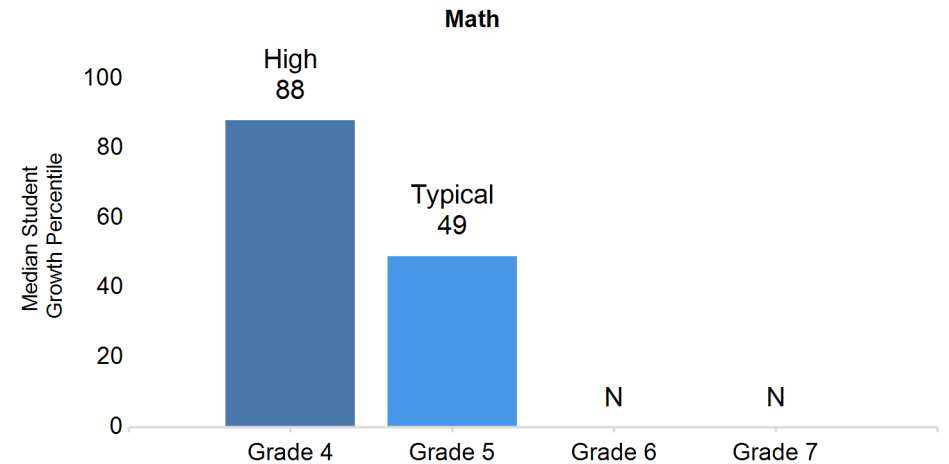
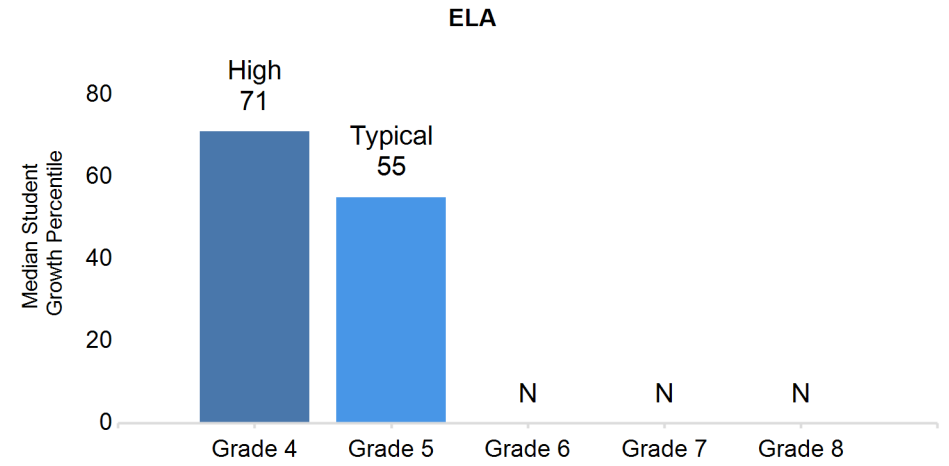
Student Growth by Performance Level

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



**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

03-5160-070
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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

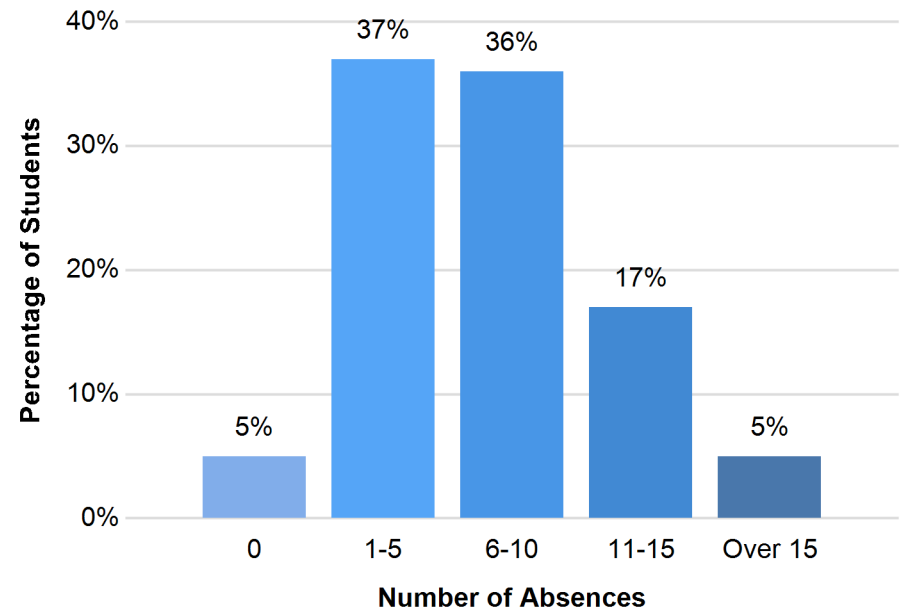
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.60	8.40	Met Target
White	2.30	8.40	Met Target
Hispanic	9.50	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.60	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.40	8.40	Met Target
English Learners	7.70	8.40	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.



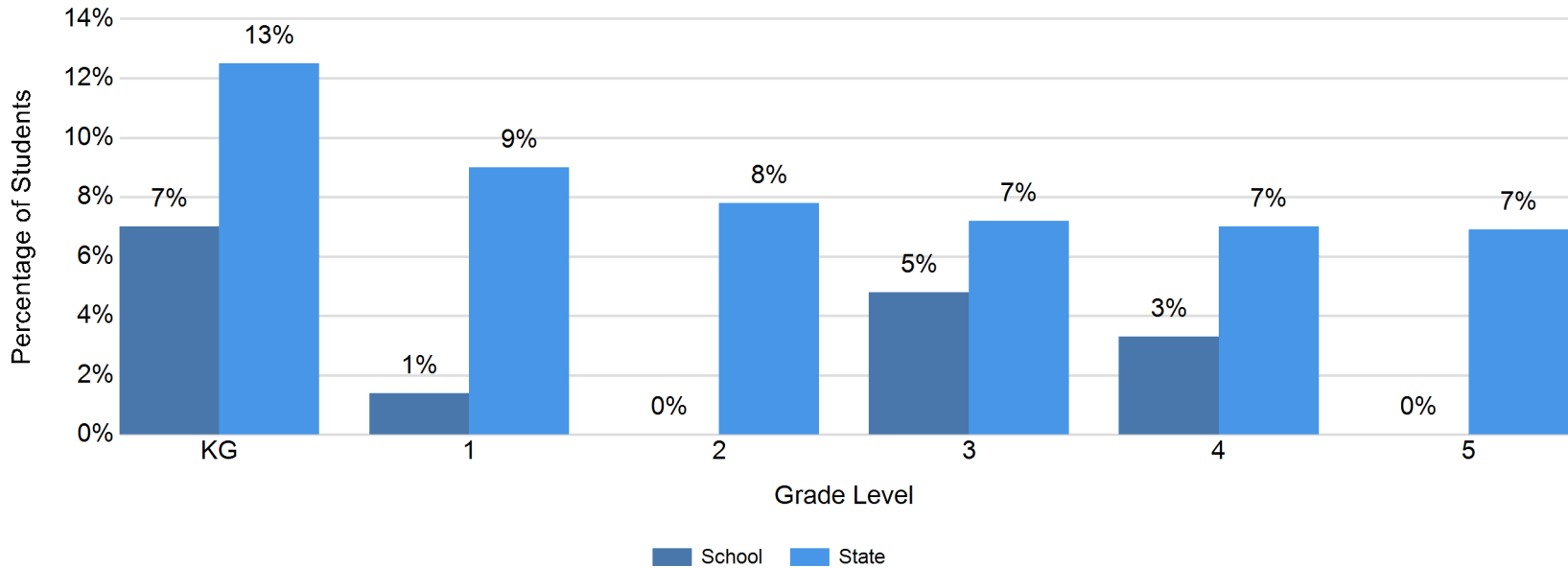


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2016-2017
Grade Span KG-05

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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.





**J SPENCER SMITH SCHOOL
2016-2017**

03-5160-070
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Grade Span KG-05

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	3:10PM
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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.04

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	0.8%
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



**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

03-5160-070
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TENAFLY, NJ 07670

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	411.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$285	\$15,617	\$15,902



**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

03-5160-070
BERGEN
TENAFLY BORO
101 DOWNEY DRIVE
TENAFLY, NJ 07670

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	35	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	69%	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	21.4	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	74%	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	12:1
Administrators	383:1	135:1
Librarian/Media Specialists		608:1
Nurses		912:1
Counselors		281:1
Child Study Team		304:1



**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

03-5160-070
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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	89%	89%
2015-16 Administrators: Same district 2016-17	92%	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	97%



J SPENCER SMITH SCHOOL
2016-2017
Grade Span KG-05

03-5160-070
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 TENAFLY, NJ 07670

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	85.3	17.5%
Mathematics Proficiency	95.6	17.5%
English Language Arts Growth	87.3	25.0%
Mathematics Growth	88.3	25.0%
Chronic Absenteeism	82.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.9
Summative Rating: Percentile rank of Summative Score		97.5
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.



**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

03-5160-070
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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	87.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
White	82.9	11.9	No	Met Target	Met Goal	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	80.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05



03-5160-070
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School General Info

Principal:	Mr. Ross	Email Address:	bross@tenafly.k12.nj.us
Address:	101 DOWNEY DRIVE TENAFLY, NJ 07670	Website:	http://sm.tenafly.k12.nj.us/?sessionid=8f0deaac67264bf973b1bfd1f39ab127&t
Phone:	(201)816-7715		

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"> • New Chromebook initiative, 2017-18 • Curriculum includes Everyday Math, Schoolwide Reading and Writing, and McGraw-Hill Science
 <p>Mission, Vision, Theme:</p>	<p>J. Spencer Smith School has enjoyed a long tradition of academic excellence and enrichment opportunities. Our students continue to perform very well on traditional tests, standardized achievement tests, and performance assessments. We constantly strive to achieve a balance between new initiatives and historically successful practices. We are committed to helping our young learners reach their potential while working harmoniously in a supportive yet challenging education community.</p>





J SPENCER SMITH SCHOOL
2016-2017
Grade Span KG-05

03-5160-070
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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Schoolwide Reading and Writing, Everyday Math, NJSLSS (Science), Social Studies, Music, Art, Library, Physical Education</p>
 <p>Clubs and Activities:</p>	<p>Orchestra, Chorus, Buddies, Safety Patrol, various community service opportunities, etc.</p>





**J SPENCER SMITH SCHOOL
2016-2017**

Grade Span KG-05

**03-5160-070
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TENAFLY, NJ 07670**

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>Our professional staff is highly committed to improving instructional practice. Many of our teachers are recognized leaders in their fields. They demonstrate professional leadership in Tenafly and throughout the metropolitan area. We continually seek professional improvement and enjoy growing as individuals and as a group.</p>
 <p>Parent and Community Involvement:</p>	<p>Active parent involvement contributes significantly to our school's success. Our Home and School Association (HSA) organizes many committees that add to the quality of school life. Proceeds from fund raising activities support the cultural, social, and technological functions of our school. An example of how these funds are used can be seen in the Cultural Arts program that includes a Residency Artist Program. Close ties between parents and staff benefit all Smith School students.</p>




MALCOLM S MACKAY SCHOOL
2016-2017
Grade Span KG-05

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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



**MALCOLM S MACKAY SCHOOL
2016-2017**

Grade Span KG-05

03-5160-080
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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	55	55	46
1	62	58	61
2	66	65	66
3	70	72	72
4	75	75	75
5	77	77	75
Ungraded	0	0	0
Total	405	402	395

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%	52%	50%
Male	50%	48%	50%
Economically Disadvantaged Students	3%	1%	2%
Students with Disabilities	10%	12%	12%
English Learners	7%	12%	14%
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
Asian	45.8%
White	39.2%
Hispanic	9.4%
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.1%

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	57	55	46

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	50.1%
Korean	18.2%
Hebrew	14.2%
Chinese	6.1%
Russian	2.8%
Other	8.8%



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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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	207	97.7	83.50	81.50	54.90	83.5	80	Met Goal
White	81	98.8	82.70	79.40	63.90	82.7	78.5	Met Goal
Hispanic	14	89.5	78.60	68.30	39.80	72.4	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	99	99.0	84.80	87.50	80.70	84.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	11	91.7	81.80	85.50	54.90	78.9	**	**
Female	103	98.2	87.40	86.90	62.20	87.4		
Male	104	97.3	79.80	76.70	48.10	79.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	30	96.8	70.00	49.60	20.50	70	63	Met Target
Students without Disabilities	177	97.9	85.80	88.50	61.90	85.8		
English Learners	31	100.0	67.80	60.70	25.20	67.8	N	N
Non-English Learners	176	97.3	86.40	83.50	57.40	86.4		
Homeless Students	N	N	N	*	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.



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

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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	69	777	776	749	*	*	19%	61%	19%	80%	50%
White	22	776	767	759	0%	0%	*	77%	*	86%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	38	779	784	775	*	0%	*	58%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	776	783	754	*	0%	*	61%	*	78%	55%
Male	33	779	770	745	*	0%	*	61%	*	82%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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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	73	786	779	753	*	*	*	45%	44%	89%	56%
White	33	776	775	762	0%	*	*	58%	*	85%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	31	796	791	777	*	0%	*	32%	58%	90%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	789	784	758	*	*	*	41%	49%	89%	61%
Male	36	783	773	749	*	*	*	50%	39%	89%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	785	*	725	*	*	*	*	*	80%	25%
Students without Disabilities	63	786	*	759	*	*	*	*	*	91%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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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	71	772	776	756	*	*	*	62%	21%	83%	59%
White	27	765	772	763	*	*	*	63%	*	78%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	32	774	784	779	*	0%	*	66%	*	88%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	33	776	782	761	*	*	*	79%	*	97%	66%
Male	38	769	770	750	*	*	*	47%	*	71%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



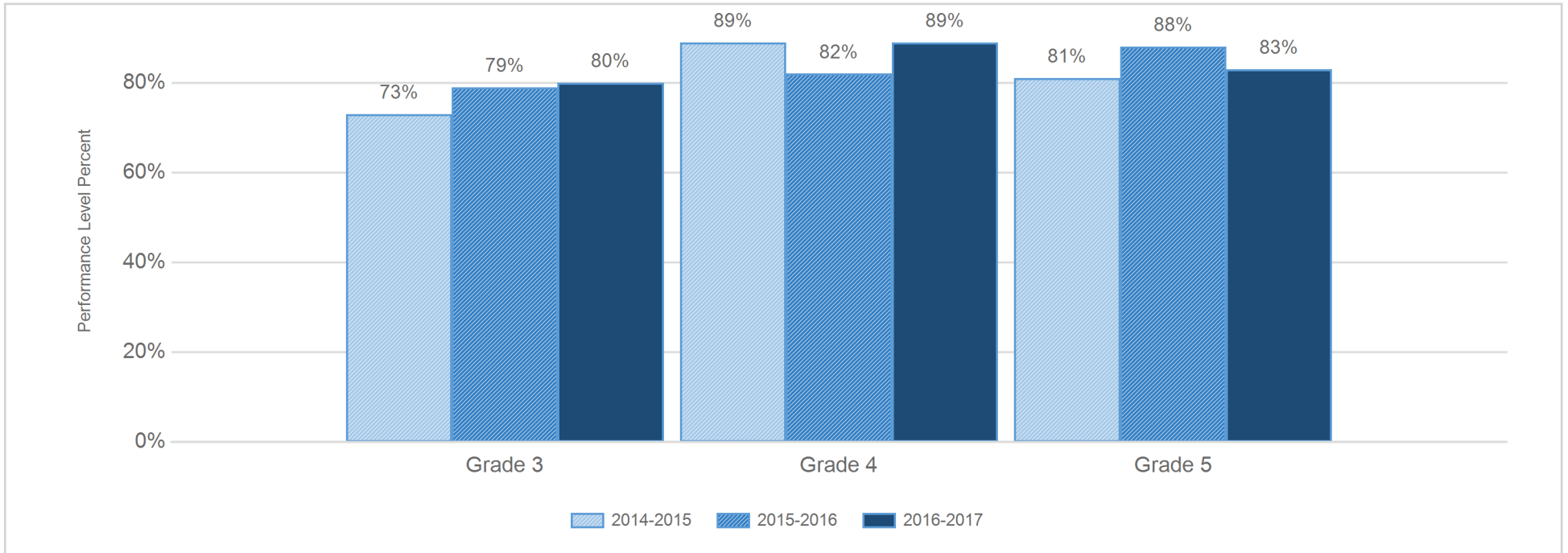
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2016-2017

03-5160-080
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Grade Span KG-05

English Language Arts/Literacy Assessment - Performance Trends

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





MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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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	206	97.3	78.10	76.80	43.50	78.1	74.9	Met Target
White	81	98.9	71.60	73.10	52.40	71.6	68.8	Met Target
Hispanic	14	89.5	71.40	52.80	27.60	65.8	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	99	99.0	85.90	87.20	75.60	85.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	83.3	60.00	82.90	44.90	52.6	**	**
Female	103	98.2	77.60	78.30	44.10	77.6		
Male	103	96.5	78.70	75.50	42.90	78.7		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	30	96.9	63.40	41.80	16.50	63.4	46.6	Met Target
Students without Disabilities	176	97.4	80.60	84.40	48.80	80.6		
English Learners	31	100.0	83.90	79.00	23.30	83.9	N	N
Non-English Learners	175	96.8	77.20	76.70	45.20	77.2		
Homeless Students	N	N	N	*	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.



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

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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	73	775	779	751	0%	*	*	59%	29%	88%	53%
White	25	766	768	759	0%	0%	*	64%	*	80%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	39	783	792	779	*	*	*	59%	36%	95%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	774	780	751	*	*	*	61%	29%	90%	52%
Male	35	777	778	751	*	*	*	57%	29%	86%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	10	768	777	724	0%	*	*	*	*	90%	21%
Non-English Learners	63	776	779	753	0%	*	*	*	*	87%	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%



MALCOLM S MACKAY SCHOOL
2016-2017

03-5160-080
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Grade Span KG-05

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	73	778	774	747	*	*	16%	47%	33%	80%	47%
White	33	772	770	755	*	0%	*	49%	*	76%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	31	785	788	774	0%	*	*	39%	45%	84%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	774	773	747	*	*	*	51%	27%	78%	47%
Male	36	782	775	747	*	*	*	42%	39%	81%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	773	*	724	*	*	0%	*	*	80%	22%
Students without Disabilities	63	779	*	751	*	*	19%	*	*	79%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



MALCOLM S MACKAY SCHOOL
2016-2017

03-5160-080
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TENAFLY, NJ 07670

Grade Span KG-05

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	71	764	769	747	*	*	25%	54%	17%	70%	46%
White	27	754	763	754	0%	*	*	56%	*	63%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	33	773	781	774	0%	*	*	52%	*	79%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	33	765	770	747	0%	*	*	52%	*	70%	47%
Male	38	763	768	746	0%	*	*	55%	*	71%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	737	746	725	*	*	*	*	0%	30%	19%
Students without Disabilities	61	768	774	751	*	*	*	*	20%	77%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



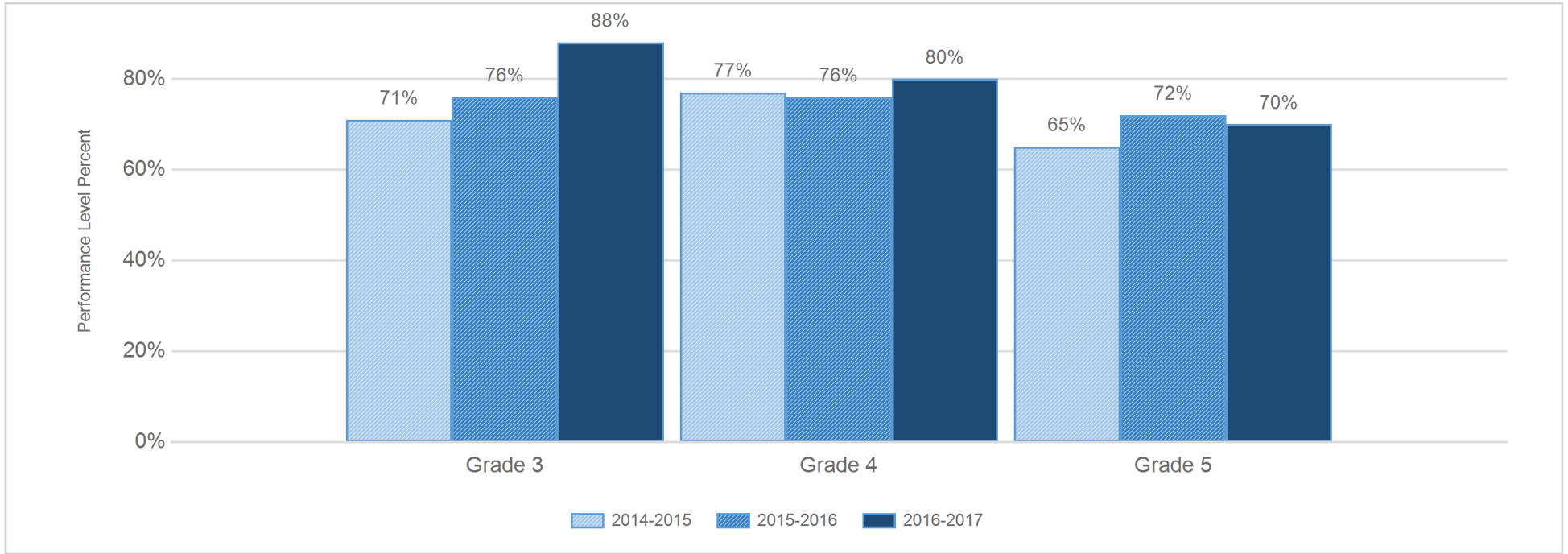
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2016-2017

Grade Span KG-05

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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.





**MALCOLM S MACKAY SCHOOL
2016-2017**

Grade Span KG-05

03-5160-080
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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	N	N
5	*	*

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	19	68.4%	31.6%
2	12	50%	50%
3	*	*	*
4	*	*	*
5+	N	N	N



**MALCOLM S MACKAY SCHOOL
2016-2017**

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Grade Span KG-05

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.

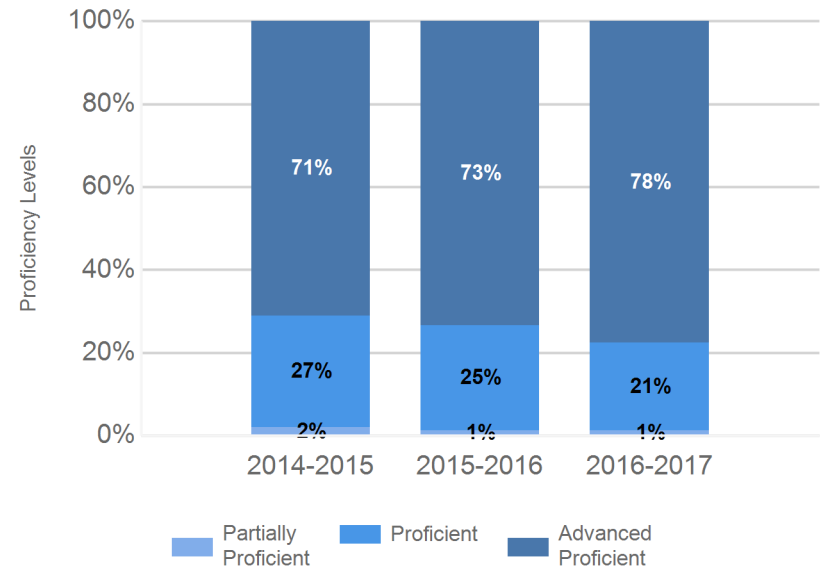
NJASK Science Assessment Performance: Grade 4

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	78%	21%	1%
White	71%	29%	N
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	91%	6%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	N	N
Students with Disabilities	80%	10%	10%
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.





MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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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	56	52	50	Met Target	59.5	62	50	Met Target
White	46.5	49	50	Met Target	59.5	60	52	Met Target
Hispanic	*	52	49	**	*	57	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	64	58	60	Exceeds Target	61	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	65	52	**
Economically Disadvantaged	*	55	47	**	*	51	46	**
Students with Disabilities	43	45	41	**	62	57	43	**
English Learners	29	54	53	**	61	*	51	**

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



MALCOLM S MACKAY SCHOOL
2016-2017

03-5160-080
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TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670

Grade Span KG-05

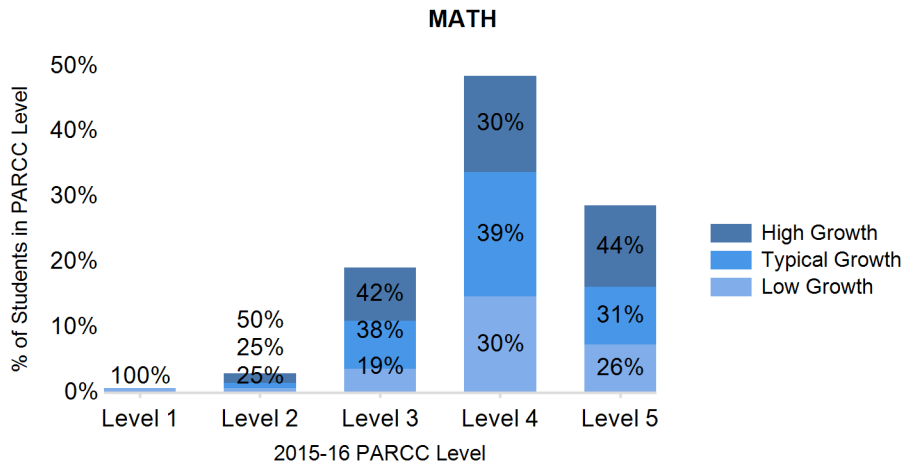
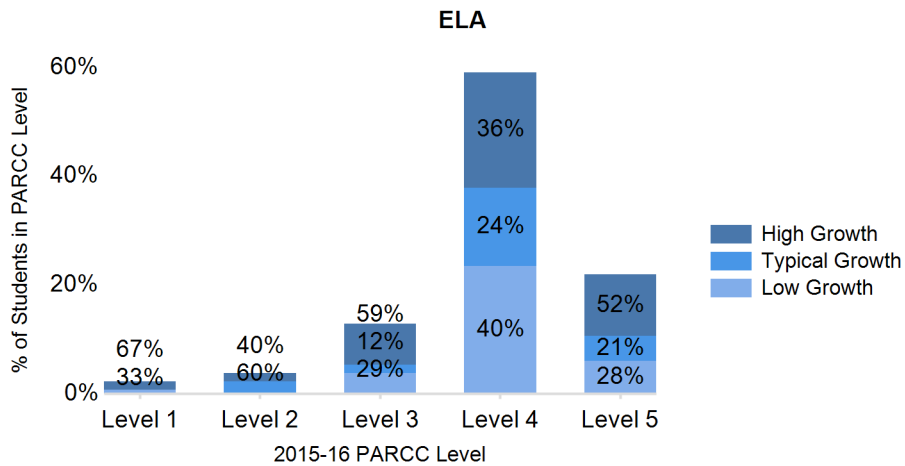
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

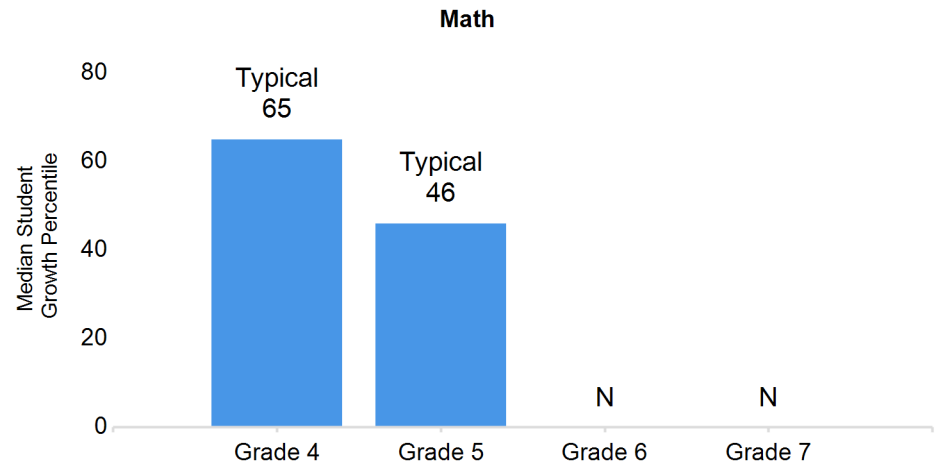
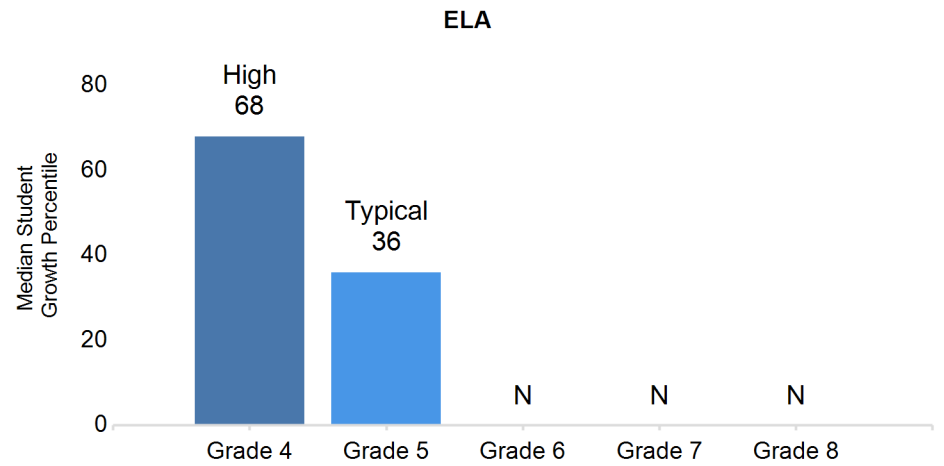
Student Growth by Performance Level

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



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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111 JEFFERSON AVENUE
TENAFLY, NJ 07670

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

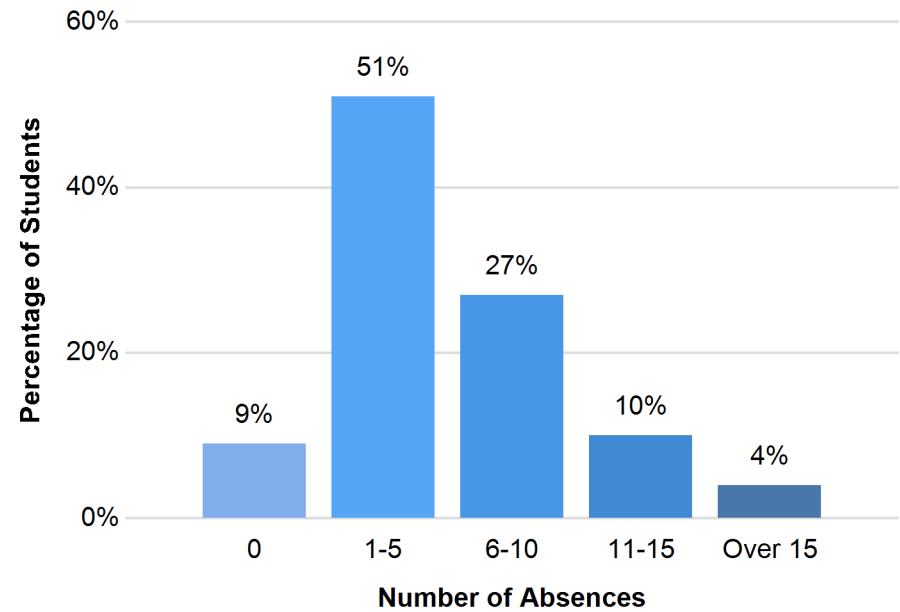
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.80	8.40	Met Target
White	2.50	8.40	Met Target
Hispanic	2.70	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.90	8.40	Met Target
English Learners	2.60	8.40	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.





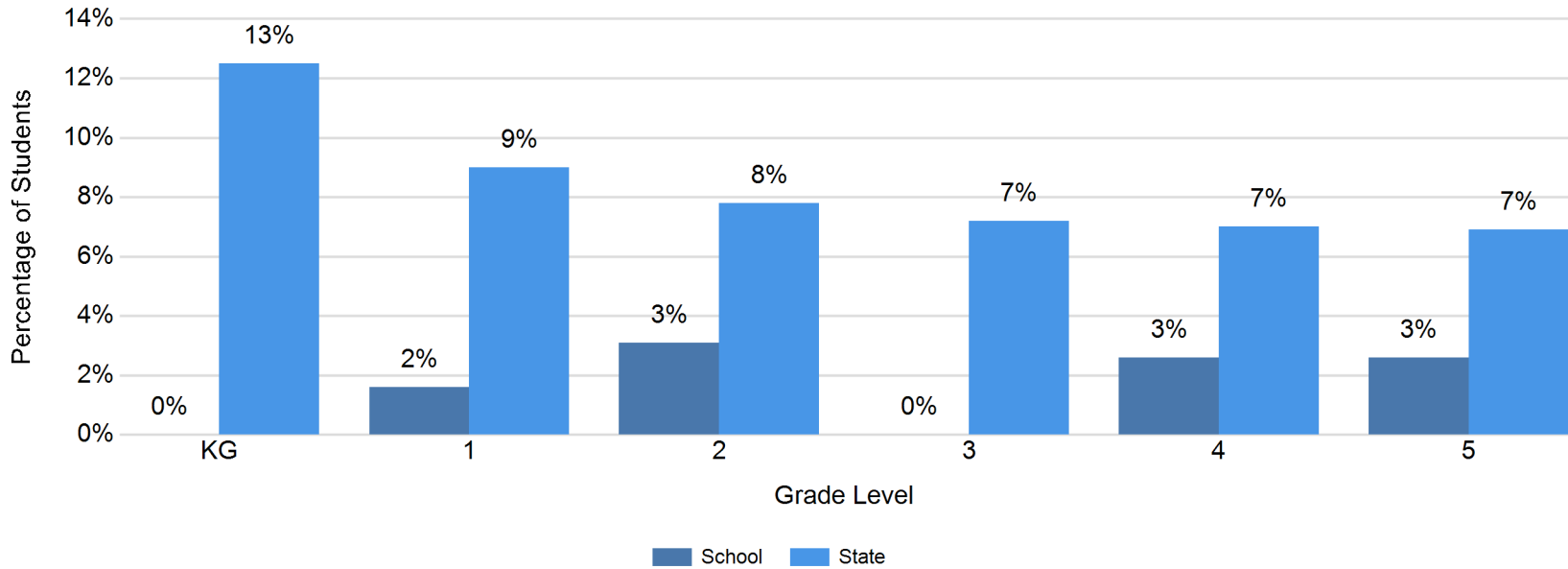
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2016-2017

03-5160-080
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Grade Span KG-05

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.





MALCOLM S MACKAY SCHOOL
2016-2017

03-5160-080
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TENAFLY, NJ 07670

Grade Span KG-05

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	3:10PM
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	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	0.3%
Any Suspension	0.3%

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



MALCOLM S MACKAY SCHOOL
2016-2017
Grade Span KG-05

03-5160-080
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 111 JEFFERSON AVENUE
 TENAFLY, NJ 07670

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	411.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$285	\$15,617	\$15,902



**MALCOLM S MACKAY SCHOOL
2016-2017**

Grade Span KG-05

03-5160-080
BERGEN
TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670

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	36	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	86%	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	21.4	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	74%	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	12:1
Administrators	395:1	135:1
Librarian/Media Specialists		608:1
Nurses		912:1
Counselors		281:1
Child Study Team		304:1



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
BERGEN
TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670

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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.

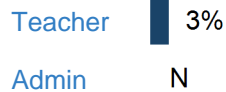
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	92%	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%



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
BERGEN
TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670

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	96.3	17.5%
Mathematics Proficiency	96.9	17.5%
English Language Arts Growth	59.4	25.0%
Mathematics Growth	73.0	25.0%
Chronic Absenteeism	95.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		81.2
Summative Rating: Percentile rank of Summative Score		91.9
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.



**MALCOLM S MACKAY SCHOOL
2016-2017**

Grade Span KG-05

03-5160-080
BERGEN
TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670

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	81.2	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	71.2	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	62.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05




03-5160-080
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111 JEFFERSON AVENUE
TENAFLY, NJ 07670

School General Info

Principal:	Ms. Yoo	Email Address:	byoo@tenafly.k12.nj.us
Address:	111 JEFFERSON AVENUE TENAFLY, NJ 07670	Website:	www.tenafly.k12.nj.us
Phone:	(201)816-7700		

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"> • Mackay School is extremely proud of its junior orchestra, orchestra, jazz band, and chorus. • We adhere to the philosophy that the social/emotional curriculum is as important as the academic curriculum. • Our students participate in Student Council, Safety Patrol, and our Peer Mediation/Peace Builders Program.
 Mission, Vision, Theme:	Mackay is an educational community that fosters learning as a rewarding and lifelong experience. We provide an education that encourages each child to function at his or her highest level and teach our students to have respect for all people. At Mackay, we believe in creating responsible citizens within a democratic society,
 Awards, Recognition, Accomplishments:	Recipient of Sustainable Jersey Small Grant






MALCOLM S MACKAY SCHOOL
2016-2017

Grade Span KG-05

03-5160-080
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 111 JEFFERSON AVENUE
 TENAFLY, NJ 07670

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>Reading instruction with guided reading groups, book discussions, differentiated instruction, and multi-sensory based phonics program Mathematics with a focus on problem-solving skills with appropriate models and manipulatives Science with hands-on investigation and a variety of scientific topics Social studies with a study of the self, the family unit, and the local community while making connections with the world around them</p>
 <p>Clubs and Activities:</p>	<p>Our extracurricular activities include Student Council, Safety Patrol, Peer Mediation/Peace Builders Program, junior orchestra, orchestra, jazz band, and chorus. The Home-School-Association (HSA), provide and organize celebrations, dances, family nights, the special lunch program, International Week, Science Day, cultural arts assemblies, and enrichment clubs.</p>
 <p>Before and After School Programs:</p>	<p>The School Age Child Care Program is a tuition-based, before and after school program sponsored by the Tenafly Board of Education for children of working or student parents. The SACC program is not in session when school is closed.</p>







**MALCOLM S MACKAY SCHOOL
2016-2017**

Grade Span KG-05

**03-5160-080
BERGEN
TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670**

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>In- Service Workshop opportunities, Out-of District Opportunities, District-Wide Professional Days</p>
 <p>Student Supports and Services:</p>	<p>Student Council, Lunch Bunch, Banana Split, Peer Mediation, Buddy Bench</p>
 <p>Student Health and Wellness:</p>	<p>Mindfulness Meditation, Zensational Yoga, Health Curriculum, Annual Jump Rope for Heart, Field Day</p>
 <p>Parent and Community Involvement:</p>	<p>The Mackay community includes an energized and dedicated parent group. The Home School Association (HSA) supports our school through fundraisers and special events. Our parent volunteers organize celebrations, dances, family nights, the special lunch program, International Week, Science Day, cultural arts assemblies, and enrichment clubs.</p>



**MALCOLM S MACKAY SCHOOL
2016-2017**

Grade Span KG-05

**03-5160-080
BERGEN
TENAFLY BORO
111 JEFFERSON AVENUE
TENAFLY, NJ 07670**

School Narrative

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Facilities:

78 years, library, art/music room, multi-purpose room, Chromebooks in all rooms




Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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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



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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TENAFLY, NJ 07670

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	55	55	54
1	66	65	59
2	65	66	64
3	59	65	70
4	74	67	72
5	75	74	70
Ungraded	4	11	8
Total	398	403	397

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%	45%
Male	54%	52%	55%
Economically Disadvantaged Students	4%	4%	2%
Students with Disabilities	17%	19%	19%
English Learners	6%	7%	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
White	50.4%
Asian	34.0%
Hispanic	6.8%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.8%

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	58	55	54

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	75.1%
Korean	13.4%
Spanish	3.8%
Hebrew	3.3%
Chinese	2.3%
Other	2.5%



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	197	97.2	81.70	81.50	54.90	81.7	78.6	Met Goal
White	96	97.1	77.10	79.40	63.90	77.1	76.2	Met Target
Hispanic	15	100.0	46.70	68.30	39.80	46.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	66	95.9	91.00	87.50	80.70	91	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	17	100.0	100.00	85.50	54.90	100	**	**
Female	87	97.9	82.70	86.90	62.20	82.7		
Male	110	96.6	80.90	76.70	48.10	80.9		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	42	95.6	50.00	49.60	20.50	50	51.5	Met Target†
Students without Disabilities	155	97.6	90.40	88.50	61.90	90.4		
English Learners	15	88.2	80.00	60.70	25.20	74	**	**
Non-English Learners	182	98.0	81.80	83.50	57.40	81.8		
Homeless Students	N	N	N	*	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.



Ralph S Maugham School
2016-2017

Grade Span KG-05

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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	66	778	776	749	0%	*	*	62%	21%	83%	50%
White	31	767	767	759	0%	*	*	65%	*	74%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	28	784	784	775	0%	0%	*	68%	*	89%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	25	789	783	754	0%	*	*	40%	*	80%	55%
Male	41	772	770	745	0%	*	*	76%	*	85%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	10	757	749	720	*	*	*	*	*	60%	24%
Students without Disabilities	56	782	781	755	*	*	*	*	*	88%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	66	778	777	752	0%	*	*	62%	21%	83%	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%



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	72	774	779	753	*	*	*	56%	28%	83%	56%
White	29	776	775	762	0%	0%	*	55%	*	83%	67%
Hispanic	11	738	763	740	*	*	*	*	0%	46%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	22	785	791	777	*	*	*	50%	46%	96%	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	773	784	758	*	*	*	47%	*	79%	61%
Male	34	775	773	749	*	*	*	65%	*	88%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	11	740	*	725	*	*	*	*	*	55%	25%
Students without Disabilities	61	780	*	759	*	*	*	*	*	89%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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TENAFLY, NJ 07670

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	67	769	776	756	*	*	*	73%	*	84%	59%
White	39	764	772	763	*	*	*	69%	*	80%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	785	784	779	0%	0%	*	79%	*	95%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	30	776	782	761	*	*	*	73%	*	90%	66%
Male	37	764	770	750	*	*	*	73%	*	78%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	67	769	*	765	*	*	*	73%	*	84%	71%
Students with Disabilities	19	742	*	725	*	*	*	53%	*	53%	22%
Students without Disabilities	48	780	*	762	*	*	*	81%	*	96%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	67	769	777	757	*	*	*	73%	*	84%	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%

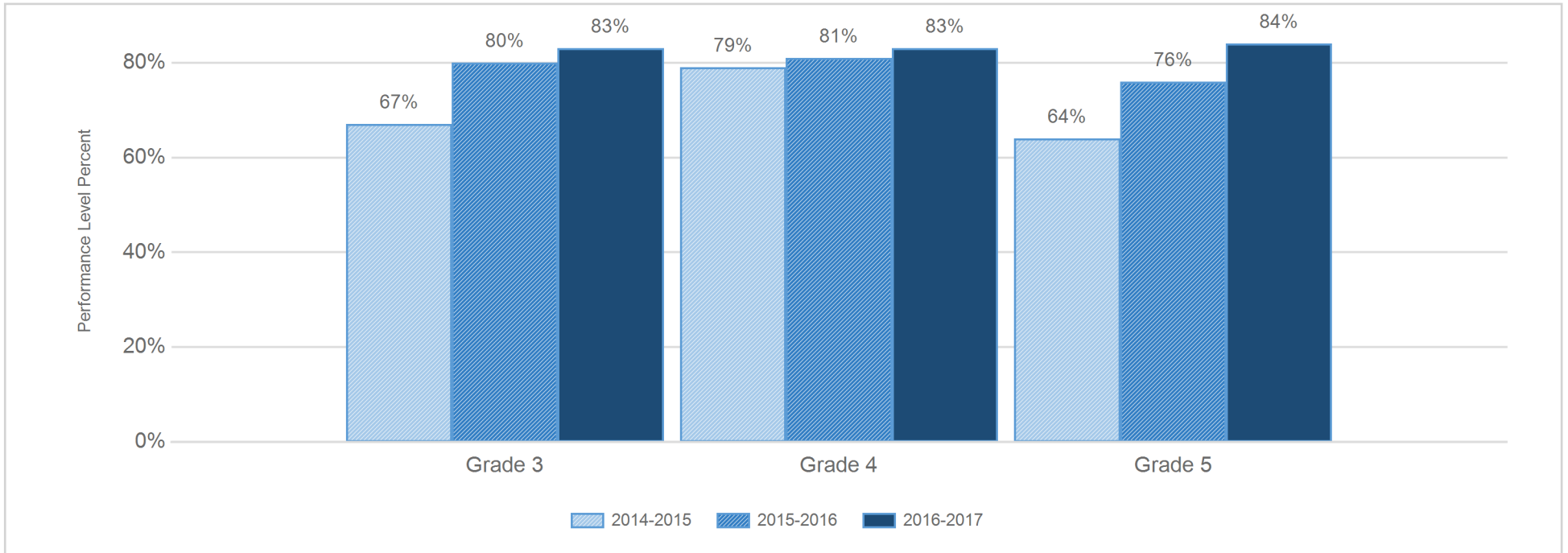


Ralph S Maugham School
2016-2017
Grade Span KG-05

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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.





Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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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	197	96.9	80.20	76.80	43.50	80.2	79	Met Goal
White	95	96.2	75.70	73.10	52.40	75.7	76.7	Met Target†
Hispanic	15	100.0	40.00	52.80	27.60	40	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	67	96.3	95.60	87.20	75.60	95.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	17	100.0	88.30	82.90	44.90	88.3	**	**
Female	88	98.0	77.30	78.30	44.10	77.3		
Male	109	96.0	82.60	75.50	42.90	82.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	41	93.3	34.10	41.80	16.50	33.5	34	Met Target†
Students without Disabilities	156	97.8	92.30	84.40	48.80	92.3		
English Learners	16	92.6	75.00	79.00	23.30	70.2	N	N
Non-English Learners	181	97.5	80.60	76.70	45.20	80.6		
Homeless Students	N	N	N	*	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.



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	69	786	779	751	*	*	*	48%	42%	90%	53%
White	31	771	768	759	0%	0%	*	61%	*	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	31	798	792	779	*	*	*	39%	58%	97%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	27	785	780	751	*	*	*	37%	44%	82%	52%
Male	42	786	778	751	*	*	*	55%	41%	95%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	760	753	729	*	*	*	*	*	60%	29%
Students without Disabilities	59	790	784	755	*	*	*	*	*	95%	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%



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	74	773	774	747	*	*	*	66%	19%	85%	47%
White	29	773	770	755	0%	0%	*	69%	*	86%	59%
Hispanic	11	735	755	734	*	*	*	*	0%	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	24	789	788	774	*	*	*	67%	*	100%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	39	765	773	747	*	*	*	67%	*	80%	47%
Male	35	783	775	747	*	*	*	66%	*	91%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	11	740	*	724	*	*	*	*	0%	36%	22%
Students without Disabilities	63	779	*	751	*	*	*	*	22%	94%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	71	770	769	747	*	*	21%	42%	30%	72%	46%
White	40	764	763	754	0%	*	*	48%	*	68%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	22	792	781	774	0%	0%	*	*	55%	96%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	30	774	770	747	*	*	*	43%	33%	77%	47%
Male	41	768	768	746	*	*	*	42%	27%	68%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	71	770	*	756	*	*	21%	42%	30%	72%	59%
Students with Disabilities	18	738	746	725	0%	*	*	*	0%	22%	19%
Students without Disabilities	53	782	774	751	0%	*	*	*	40%	89%	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%

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

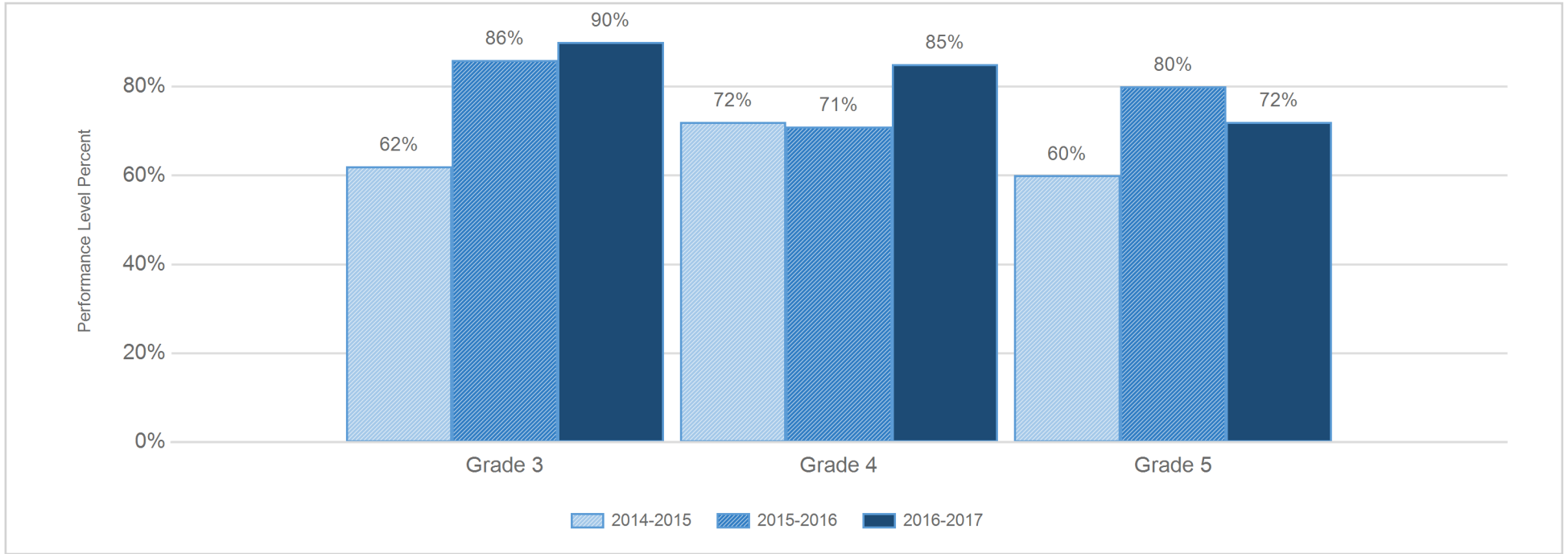


Ralph S Maugham School
2016-2017
Grade Span KG-05

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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.





Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	68.2%	31.8%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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TENAFLY BORO
111 MAGNOLIA AVENUE
TENAFLY, NJ 07670

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.

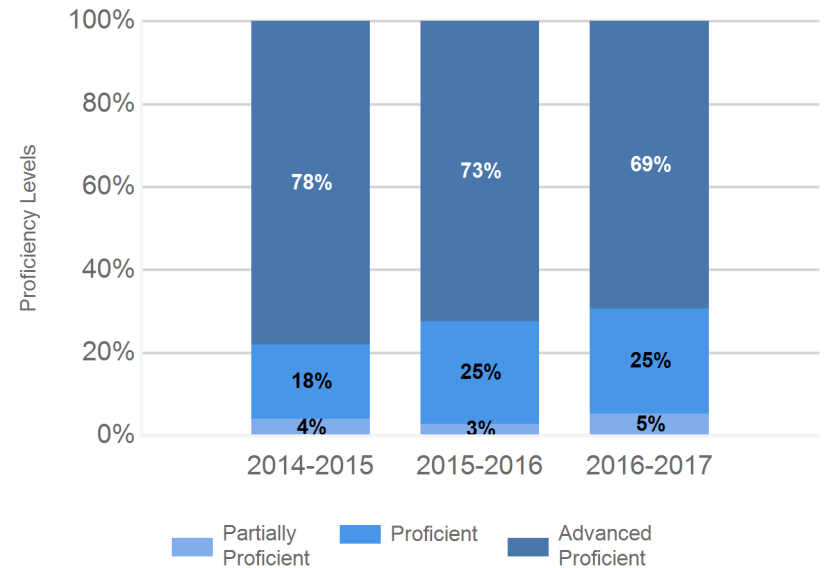
NJASK Science Assessment Performance: Grade 4

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	69%	25%	5%
White	69%	31%	N
Hispanic	27%	46%	27%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	79%	17%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	10%	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	42%	25%	33%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	43	52	50	Met Target	58	62	50	Met Target
White	41	49	50	Met Target	58.5	60	52	Met Target
Hispanic	42	52	49	**	47.5	57	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	55.5	58	60	Met Target	69	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	65	52	**
Economically Disadvantaged	*	55	47	**	*	51	46	**
Students with Disabilities	41	45	41	Met Target	52.5	57	43	Met Target
English Learners	*	54	53	**	58	*	51	**

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



Ralph S Maugham School
2016-2017

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Grade Span KG-05

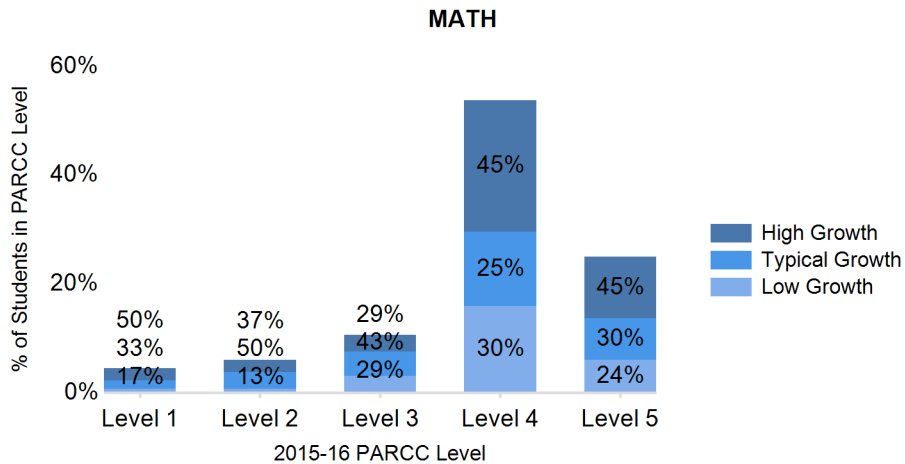
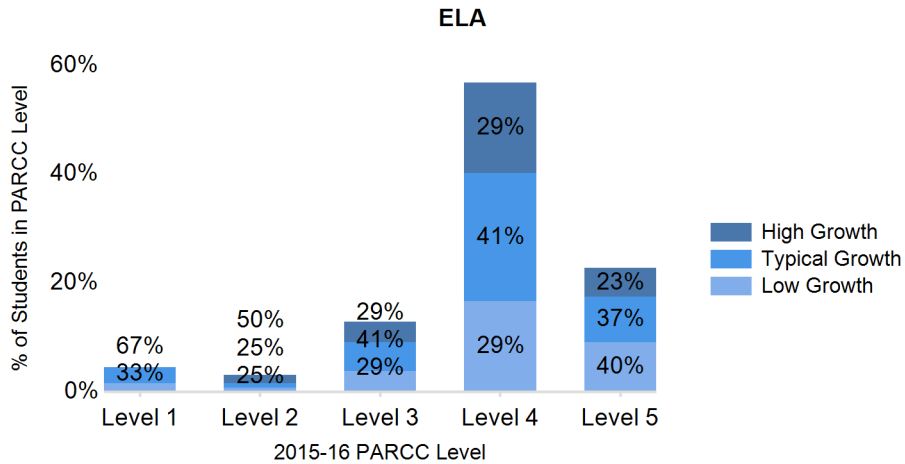
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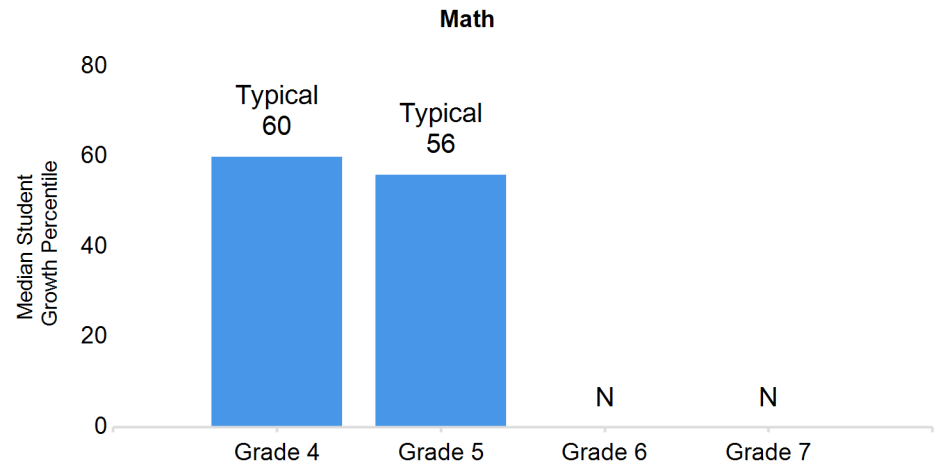
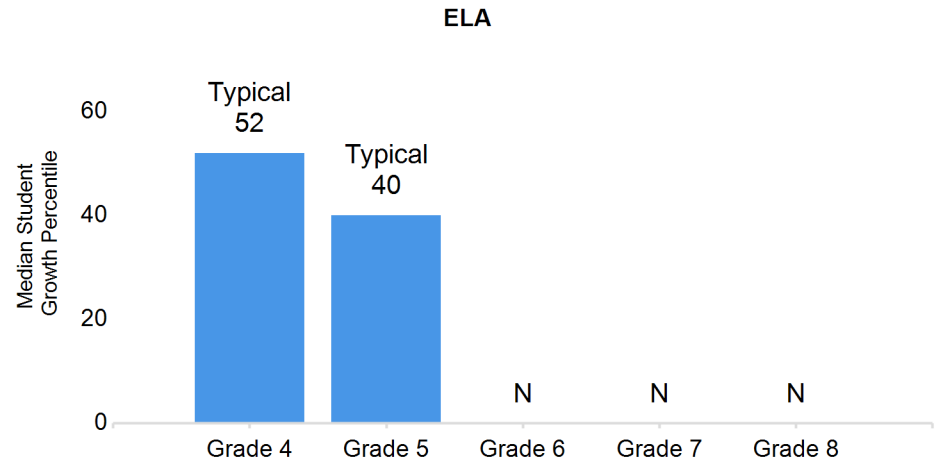
Student Growth by Performance Level

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.





Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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

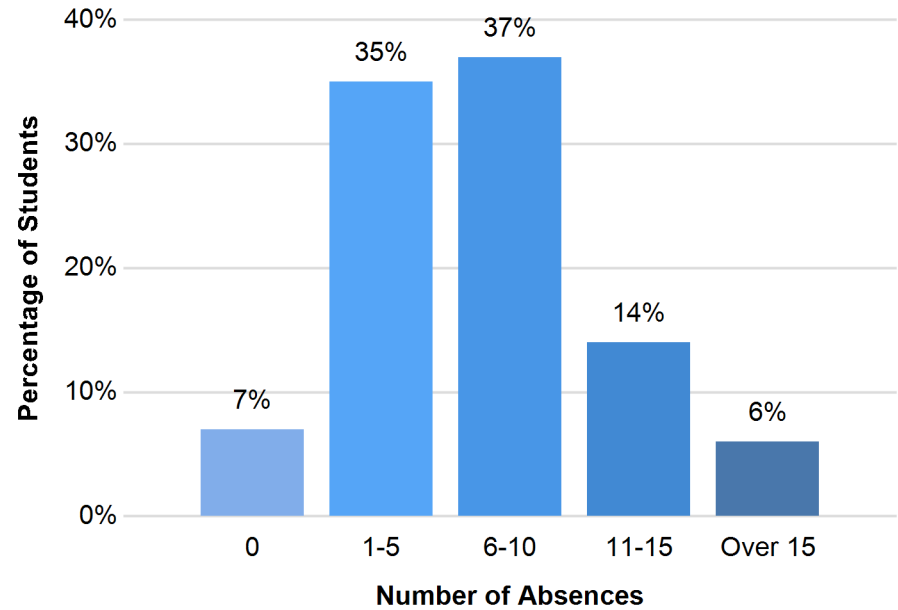
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	8.40	Met Target
White	4.40	8.40	Met Target
Hispanic	14.30	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	6.50	8.40	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.10	8.40	Met Target
English Learners	0	8.40	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.



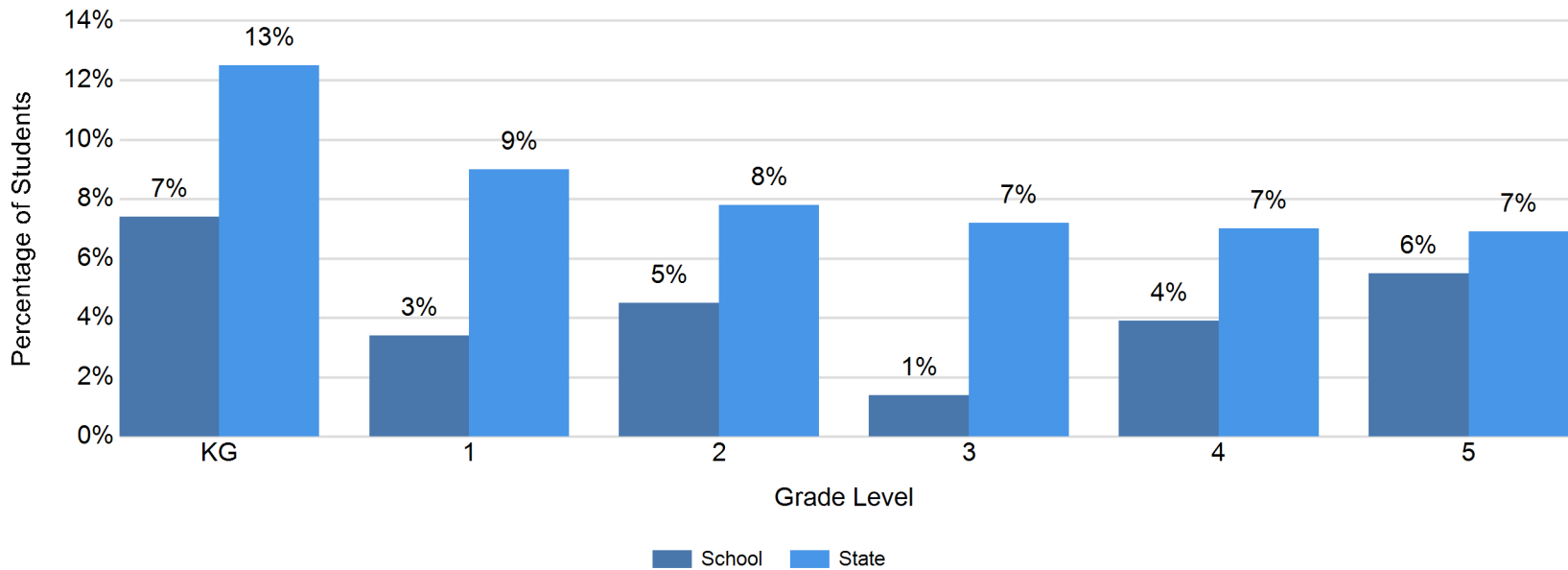


Ralph S Maugham School
2016-2017
Grade Span KG-05

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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.





Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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TENAFLY, NJ 07670

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	3:10PM
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	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	0.3%
Any Suspension	0.3%

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



Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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TENAFLY, NJ 07670

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	411.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$285	\$15,617	\$15,902



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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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	37	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	70%	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	21.4	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	74%	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	12:1
Administrators	397:1	135:1
Librarian/Media Specialists		608:1
Nurses		912:1
Counselors		281:1
Child Study Team		304:1



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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111 MAGNOLIA AVENUE
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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.

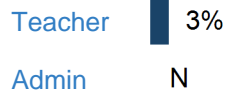
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	92%	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%



Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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TENAFLY, NJ 07670

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	90.1	17.5%
Mathematics Proficiency	94.5	17.5%
English Language Arts Growth	24.1	25.0%
Mathematics Growth	76.2	25.0%
Chronic Absenteeism	73.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.3
Summative Rating: Percentile rank of Summative Score		77.6
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.



Ralph S Maugham School
2016-2017

Grade Span KG-05

03-5160-090
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111 MAGNOLIA AVENUE
TENAFLY, NJ 07670

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	68.3	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
White	61.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	70.3	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	75.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



Ralph S Maugham School
2016-2017

Grade Span KG-05



03-5160-090
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School General Info

Principal:	Ms. Ferrara	Email Address:	jferrara@tenafly.k12.nj.us
Address:	111 MAGNOLIA AVENUE TENAFLY, NJ 07670	Website:	tenafly.k12.nj.us
Phone:	(201)816-7705		

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"> • Spotlight on STEM instruction • We are strong believers in authentic learning experiences for our students. • Art, music, physical education, library and Spanish are important aspects of an education at Maugham School.
 <p>Mission, Vision, Theme:</p>	<p>Maugham is a safe and caring school where we focus not only on the academic well-being of students, but on the social and emotional well-being as well. Each of our classrooms, K-5, use the Responsive Classroom as an overall classroom philosophy. This approach is a widely used, research based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction.</p>



Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
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TENAFLY BORO
111 MAGNOLIA AVENUE
TENAFLY, NJ 07670

School Narrative

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Courses, Curriculum, Instruction:

The centerpiece of the our elementary school program is our language arts program, incorporating best practice as based on current literacy research. Math utilizes a spiral program of instruction that focuses on problem-solving skills. Hands-on investigation and discovery are the bedrock of our science instruction. The subject of Social Studies is often taught through projects and simulations.



Ralph S Maugham School
2016-2017
Grade Span KG-05

03-5160-090
BERGEN
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School Narrative

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Parent and Community Involvement:

The academic program is supplemented through the Maugham Home School Association. We enjoy working closely with a very active, energetic, and motivated parent body. The HSA raises money through a well-run, nutritious lunch program and uses its funds to offer a rich, diverse, and multi-faceted cultural arts assembly repertoire which beautifully complements the curriculum.



TENAFLY HIGH SCHOOL
2016-2017


Grade Span 09-12

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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



**TENAFLY HIGH SCHOOL
2016-2017**

03-5160-050
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Grade Span 09-12

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	286	275	312
10	282	290	285
11	297	276	286
12	290	301	280
Ungraded	3	2	0
Total	1158	1144	1163

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	51%	50%	49%
Male	49%	50%	51%
Economically Disadvantaged Students	3%	3%	2%
Students with Disabilities	14%	16%	17%
English Learners	7%	4%	5%
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
White	60.7%
Asian	30.4%
Hispanic	6.7%
Black or African American	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

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	1163
Shared Time Students	0
Full Time Equivalent	1163

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	64.1%
Korean	15.0%
Hebrew	8.9%
Chinese	3.7%
Spanish	2.3%
Other	6.3%



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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TENAFLY BORO
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TENAFLY, NJ 07670

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	545	96.4	73.00	81.50	54.90	73	60	Met Target
White	333	95.4	70.80	79.40	63.90	70.8	57.7	Met Target
Hispanic	31	90.0	58.10	68.30	39.80	55.8	48.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	166	99.4	79.50	87.50	80.70	79.5	66.5	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	269	96.7	80.70	86.90	62.20	80.7		
Male	276	96.1	65.60	76.70	48.10	65.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	104	92.2	45.10	49.60	20.50	43.7	35.3	Met Target
Students without Disabilities	441	97.4	79.60	88.50	61.90	79.6		
English Learners	45	98.1	48.90	60.70	25.20	48.9	51.5	Met Target†
Non-English Learners	500	96.2	75.20	83.50	57.40	75.2		
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.



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

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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	314	775	775	749	*	*	12%	51%	32%	83%	52%
White	193	774	774	757	*	*	15%	55%	26%	81%	62%
Hispanic	21	771	771	733	0%	*	*	52%	*	81%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	91	781	781	777	*	*	*	43%	44%	87%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	152	779	779	756	*	*	9%	51%	36%	87%	60%
Male	162	772	772	741	*	*	15%	51%	28%	78%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	60	747	747	714	*	*	30%	45%	*	48%	13%
Students without Disabilities	254	782	782	754	*	*	8%	52%	*	91%	58%
English Learners	15	735	735	690	*	*	*	*	0%	33%	*
Non-English Learners	299	777	777	752	*	*	*	*	33%	85%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

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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	274	766	766	743	6%	8%	22%	35%	29%	64%	46%
White	163	764	764	749	7%	9%	23%	33%	28%	61%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	89	774	774	774	*	*	18%	37%	36%	73%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	138	777	777	752	*	*	17%	34%	40%	74%	54%
Male	136	756	756	734	*	*	27%	35%	18%	54%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	47	742	742	704	*	*	38%	36%	*	40%	12%
Students without Disabilities	227	772	772	749	*	*	19%	34%	*	69%	52%
English Learners	15	726	726	681	*	*	*	*	0%	27%	*
Non-English Learners	259	769	769	745	*	*	*	*	31%	66%	*
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	*



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

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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	171	740	740	736	16%	13%	30%	35%	6%	42%	38%
White	102	738	738	738	*	18%	29%	31%	*	38%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	58	747	747	756	*	*	31%	43%	*	50%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	76	749	749	744	*	*	36%	45%	*	50%	46%
Male	95	734	734	729	*	*	25%	27%	*	35%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	33	729	729	709	*	*	39%	*	*	18%	12%
Students without Disabilities	138	743	743	741	*	*	28%	*	*	47%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	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.

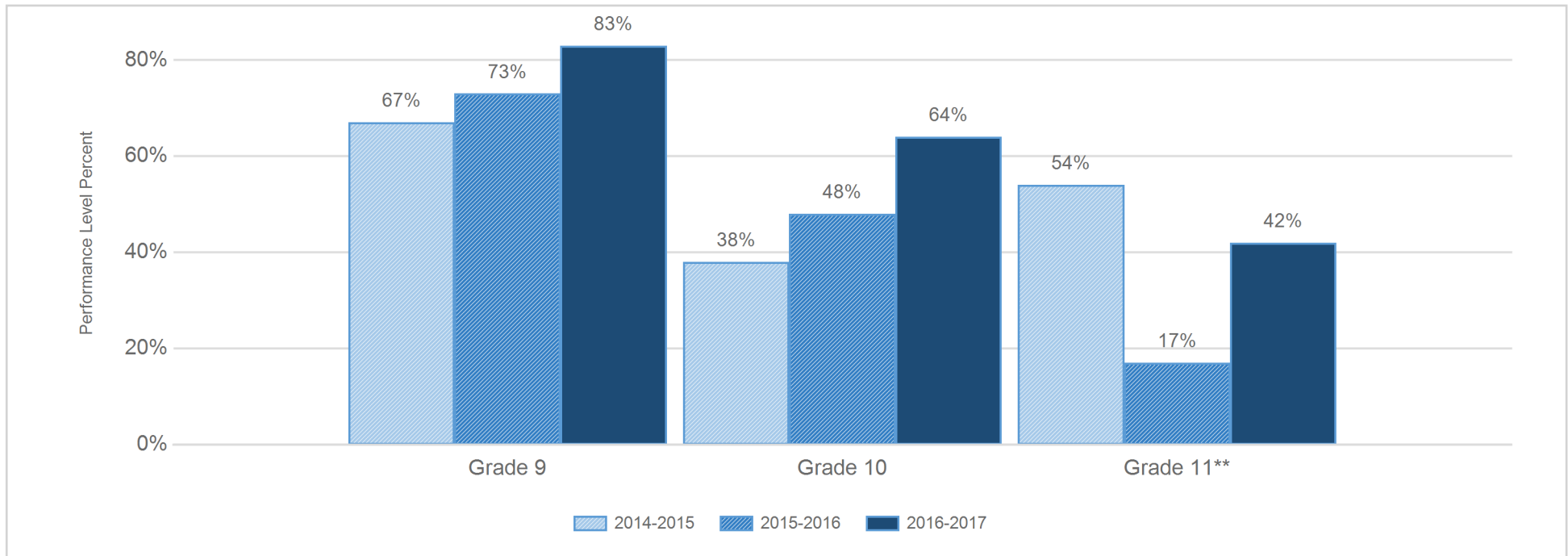


TENAFLY HIGH SCHOOL
2016-2017
Grade Span 09-12

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English Language Arts/Literacy Assessment - Performance Trends

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



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



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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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	541	96.0	65.60	76.80	43.50	65.6	63.1	Met Target
White	330	94.9	61.50	73.10	52.40	61.4	58.7	Met Target
Hispanic	31	90.0	38.70	52.80	27.60	37.2	37.1	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	165	99.4	77.60	87.20	75.60	77.6	75.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	267	96.3	67.80	78.30	44.10	67.8		
Male	274	95.8	63.50	75.50	42.90	63.5		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	104	92.2	27.90	41.80	16.50	27	27.6	Met Target†
Students without Disabilities	437	96.9	74.60	84.40	48.80	74.6		
English Learners	45	98.1	75.60	79.00	23.30	75.6	80	Met Target†
Non-English Learners	496	95.8	64.80	76.70	45.20	64.8		
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.



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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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	105	745	768	743	*	14%	36%	41%	*	42%	42%
White	71	746	765	751	*	14%	41%	39%	*	41%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	751	777	774	*	*	*	60%	0%	60%	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	51	746	766	744	*	*	39%	41%	*	43%	43%
Male	54	744	770	741	*	*	33%	41%	*	41%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	48	734	745	714	*	*	40%	21%	*	23%	10%
Students without Disabilities	57	753	773	747	*	*	33%	58%	*	58%	47%
English Learners	11	757	773	708	*	0%	*	*	*	64%	*
Non-English Learners	94	743	768	745	*	16%	*	*	*	39%	*
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%



TENAFLY HIGH SCHOOL
2016-2017

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Grade Span 09-12

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	289	756	763	734	*	*	27%	55%	9%	64%	30%
White	176	752	757	740	*	9%	30%	52%	*	60%	38%
Hispanic	21	745	745	722	*	*	*	*	0%	43%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84	766	775	758	*	*	19%	62%	17%	79%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	138	752	760	735	*	*	25%	59%	*	64%	31%
Male	151	759	765	733	*	*	29%	51%	*	65%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	59	734	*	711	*	*	42%	22%	*	24%	*
Students without Disabilities	230	761	*	738	*	*	24%	64%	*	75%	*
English Learners	13	754	*	710	*	*	*	*	*	62%	*
Non-English Learners	276	756	*	735	*	*	*	*	*	65%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



TENAFLY HIGH SCHOOL
2016-2017

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Grade Span 09-12

Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	759	760	725	8%	10%	16%	58%	8%	66%	28%
White	163	752	752	731	*	*	16%	59%	*	62%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81	775	*	761	*	*	14%	59%	19%	78%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	139	760	*	725	*	9%	17%	58%	*	67%	27%
Male	123	757	*	725	*	12%	15%	57%	*	64%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	28	727	727	692	*	*	*	*	0%	32%	*
Students without Disabilities	234	763	*	729	*	*	*	*	9%	70%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

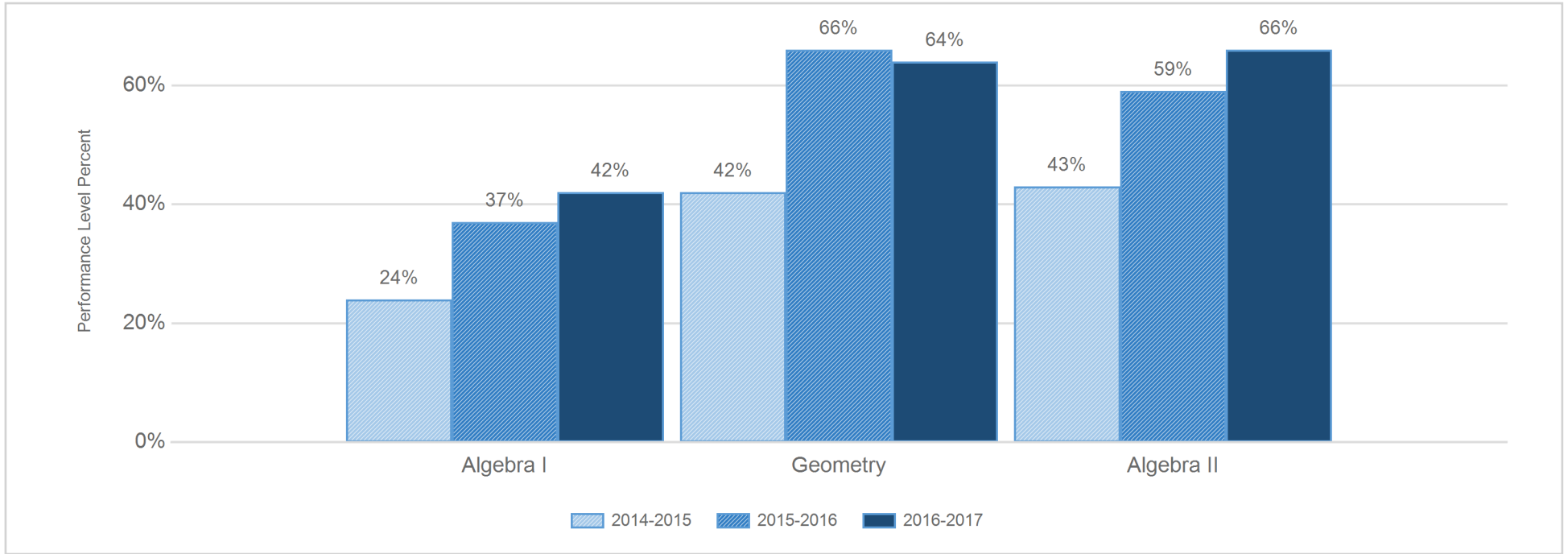


TENAFLY HIGH SCHOOL
2016-2017
Grade Span 09-12

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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.





**TENAFLY HIGH SCHOOL
2016-2017**

Grade Span 09-12

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	50%	50%
2	16	43.8%	56.3%
3	*	*	*
4	*	*	*
5+	*	*	*



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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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.

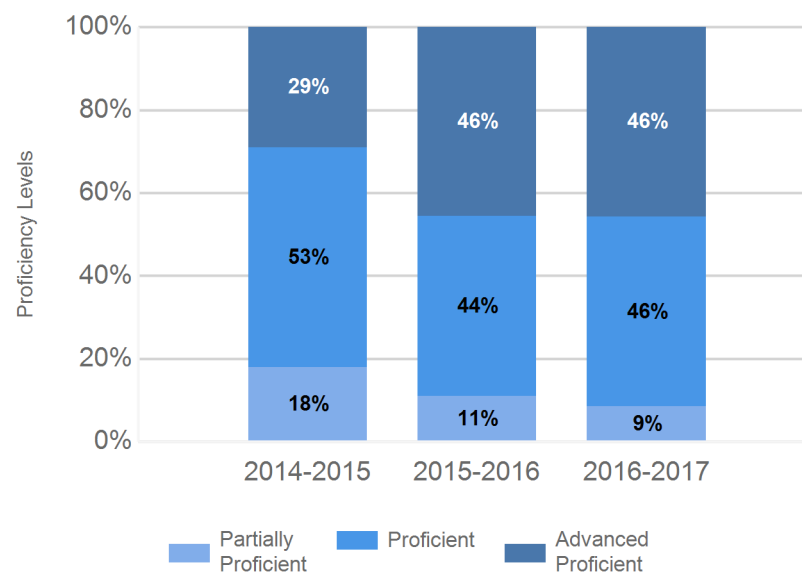
Biology Assessment - Performance

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	46%	46%	9%
White	44%	45%	12%
Hispanic	25%	65%	10%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	52%	45%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	15%	50%	35%
English Learners	33%	58%	8%

Biology Assessment - Proficiency Trends

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





**TENAFLY HIGH SCHOOL
2016-2017**

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Grade Span 09-12

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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	58.3%	89.4%
Percentage of students taking the SAT	57.9%	70.0%
Percentage of students taking the ACT	63.9%	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	583	481	Varies By Grade	96%	67%
PSAT - Math	594	483	Varies By Grade	88%	49%
SAT - Reading and Writing	653	551	480	98%	77%
SAT - Math	672	552	530	96%	58%
ACT - Reading	28	24	22	84%	65%
ACT - English	29	24	18	96%	79%
ACT - Math	28	24	22	91%	65%
ACT - Science	27	23	23	80%	54%



TENAFLY HIGH SCHOOL
2016-2017

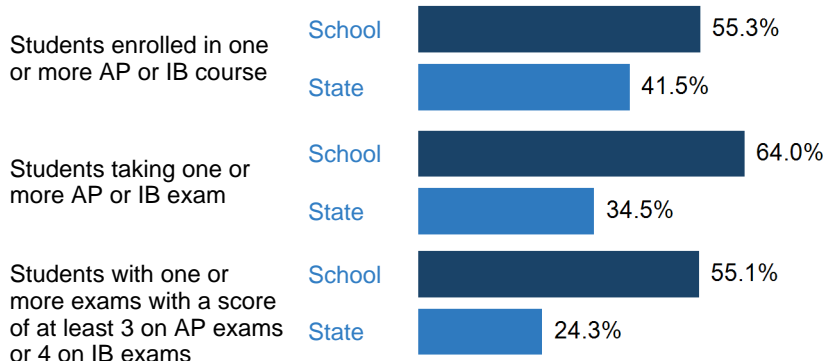
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Grade Span 09-12

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	2	2
AP Biology	85	85
AP Calculus AB	60	58
AP Calculus BC	42	43
AP Chemistry	25	24
AP Chinese Language and Culture	3	6
AP Computer Science A	12	12
AP English Language and Composition	95	95
AP English Literature and Composition	102	100
AP Environmental Science	20	18
AP French Language and Culture	12	12
AP Italian Language and Culture	1	2
AP Japanese Language and Culture	0	1
AP Macroeconomics	18	18
AP Microeconomics	18	4
AP Physics C: Electricity and Magnetism	18	19
AP Physics C: Mechanics	18	18
AP Psychology	4	3
AP Spanish Language	0	23
AP Spanish Literature	1	0



**TENAFLY HIGH SCHOOL
2016-2017**

Grade Span 09-12

**03-5160-050
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TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670**

AP/IB Course	Students Enrolled	Students Tested
AP Statistics	0	87
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Dimensional	6	5
AP U.S. Government and Politics	45	42
AP U.S. History	46	47
AP World History	0	23
Total Exams Taken		749
Exams with scores of at least 3 on AP exams or 4 on IB exams		623



TENAFLY HIGH SCHOOL
2016-2017

03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

Grade Span 09-12

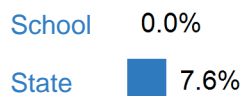
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

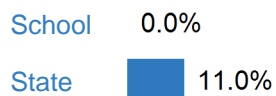
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

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



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

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	96	211	0	0	0	0	7
10	11	71	167	3	0	0	40
11	1	17	61	185	6	12	15
12	0	0	6	41	151	62	62
Schoolwide	108	305	234	229	157	74	127
Enrolled in AP/IB Course					100	0	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	95	0	0	0	313	0
10	203	89	0	3	21	15
11	39	178	0	11	54	19
12	49	11	0	6	146	62
Schoolwide	386	278	0	20	534	96
Enrolled in AP/IB Course	85	25		20	18	0



TENAFLY HIGH SCHOOL
2016-2017

03-5160-050
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19 COLUMBUS DRIVE
TENAFLY, NJ 07670

Grade Span 09-12

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	6	14	0	0	0	297
10	7	18	0	0	0	263
11	7	281	6	2	0	39
12	1	230	12	3	0	85
Schoolwide	21	543	18	5	0	684
Enrolled in AP/IB Course	0	46	18	4	0	45

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	198	45	35	0	0	20	0
10	96	46	30	0	0	24	0
11	129	56	31	0	0	27	0
12	69	24	23	0	0	21	0
Schoolwide	492	171	119	0	0	92	0
Enrolled in AP/IB Course	1	12	1	0	0	3	0
Enrolled in Level 3 or Higher	217	101	37	0	0	61	0
Earned Seal of Biliteracy	*	0	0	0	0	*	*



TENAFLY HIGH SCHOOL
2016-2017
Grade Span 09-12

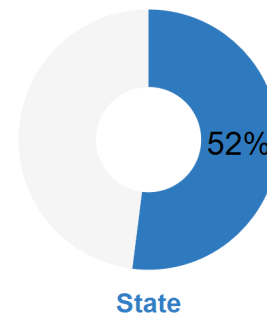
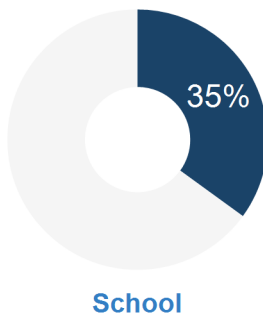
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Visual and Performing Arts – Course Participation

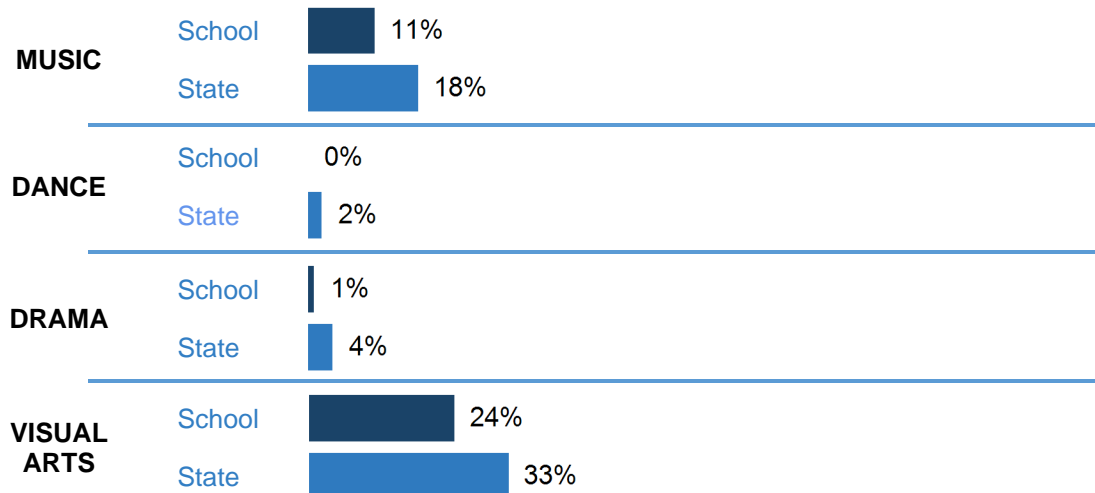
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





**TENAFLY HIGH SCHOOL
2016-2017**

03-5160-050
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TENAFLY, NJ 07670

Grade Span 09-12

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	98.6%	90.5%	99.3%	91.8%	98.4%	N	Met Goal	97.7%	N	Met Goal
White	98.3%	94.5%	98.9%	95.1%	98.4%	N	Met Goal	97.4%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	98.8%	96.6%	100.0%	97.5%	98.9%	N	Met Goal	97.7%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	100.0%	85.6%	100.0%	**	**	*	**	**
Students with Disabilities	93.0%	78.8%	95.8%	82.1%	95.8%	N	Met Goal	88.4%	95.2%	Not Met
English Learners	100.0%	76.1%	100.0%	79.7%	95.0%	N	Met Goal	100.0%	N	Met Goal
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.6%	-
2016	98.4%	99.3%
2015	97.0%	97.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

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



**TENAFLY HIGH SCHOOL
2016-2017**

Grade Span 09-12

03-5160-050
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TENAFLY, NJ 07670

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	77.4%	3.3%	96.7%
White	73.6%	2.5%	97.5%
Hispanic	83.3%	5%	95%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	84.2%	4.4%	95.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	81%	5.9%	94.1%
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	80.7%	2.9%	97.1%	41.2%	58.8%	22.3%	77.7%
White	81.5%	1.4%	98.6%	40.7%	59.3%	17.9%	82.1%
Hispanic	88.9%	18.8%	81.3%	50%	50%	37.5%	62.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	78.9%	1.4%	98.6%	39.4%	60.6%	28.2%	71.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	76.7%	6.1%	93.9%	51.5%	48.5%	42.4%	57.6%
English Learners	*	*	*	*	*	*	*



TENAFLY HIGH SCHOOL
2016-2017

03-5160-050
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19 COLUMBUS DRIVE
TENAFLY, NJ 07670

Grade Span 09-12

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

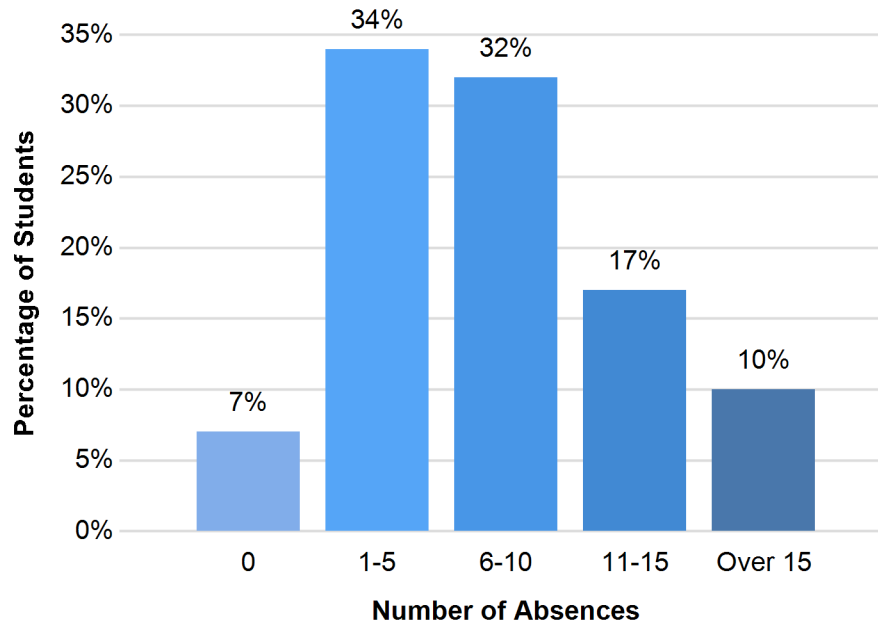
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	14.30	Met Target
White	6.70	14.30	Met Target
Hispanic	10.00	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.80	14.30	Met Target
Students with Disabilities	12.70	14.30	Met Target
English Learners	9.80	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.





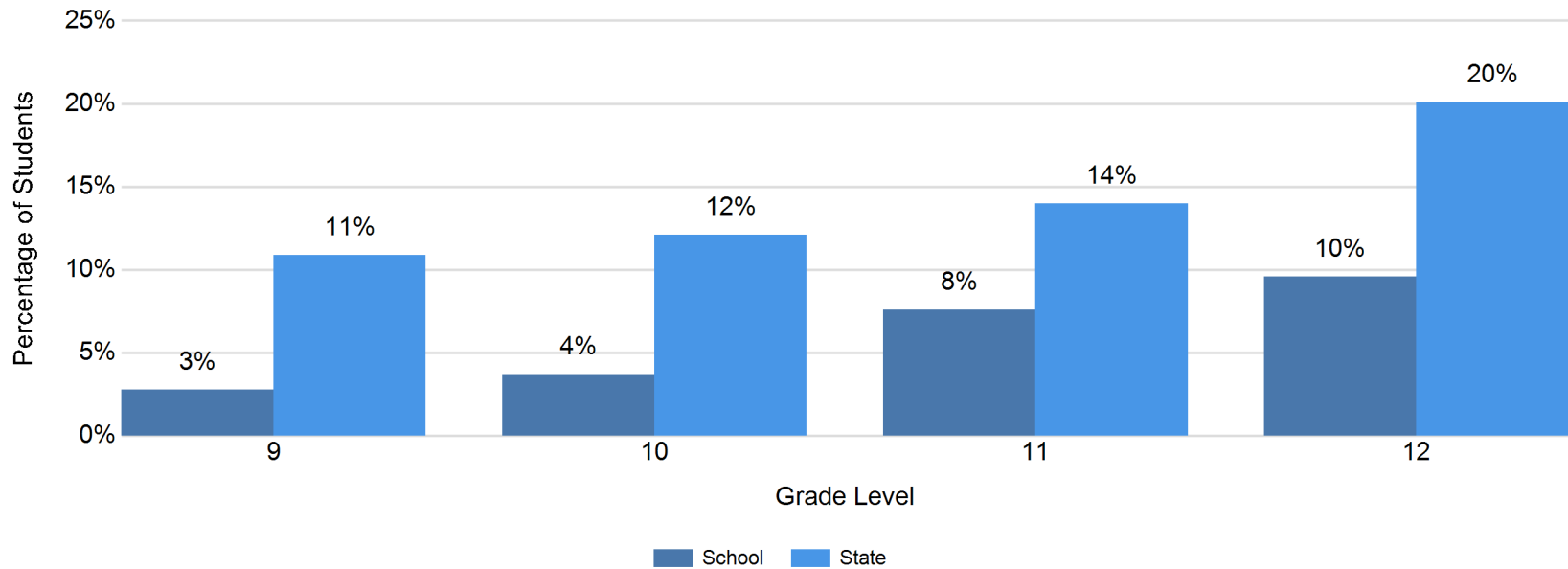
TENAFLY HIGH SCHOOL
2016-2017

03-5160-050
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Grade Span 09-12

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.





TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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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	7:55AM
Typical End Time	3:05PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 2 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	6
Weapons	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.72

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	3.6%
Any Suspension	3.6%

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



TENAFLY HIGH SCHOOL
2016-2017
Grade Span 09-12

03-5160-050
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 19 COLUMBUS DRIVE
 TENAFLY, NJ 07670

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	411.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$285	\$15,617	\$15,902



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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19 COLUMBUS DRIVE
TENAFLY, NJ 07670

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	107	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	71%	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	21.4	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	74%	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	12:1
Administrators	291:1	135:1
Librarian/Media Specialists		608:1
Nurses		912:1
Counselors		281:1
Child Study Team		304:1



TENAFLY HIGH SCHOOL
2016-2017

03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

Grade Span 09-12

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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	89%	89%
2015-16 Administrators: Same district 2016-17	92%	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%



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
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19 COLUMBUS DRIVE
TENAFLY, NJ 07670

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	89.8	17.5%
Mathematics Proficiency	95.2	17.5%
Graduation - 4-Year	89.6	25.0%
Graduation - 5-Year	77.7	25.0%
Chronic Absenteeism	77.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.8
Summative Rating: Percentile rank of Summative Score		92.4
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.



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12

03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

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	85.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	80.1	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	86.8	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Not Met	No
English Learners	94.3	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	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.



TENAFLY HIGH SCHOOL
2016-2017

Grade Span 09-12




03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

School General Info

Principal:	Mr. Morrison	Email Address:	jmorrison@tenafly.k12.nj.us
Address:	19 COLUMBUS DRIVE TENAFLY, NJ 07670	Website:	http://www.tenafly.k12.nj.us
Phone:	(201)816-6614		

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"> • THS offers meaningful educational experiences for all students within a stimulating, safe and nurturing environment. • THS Class of 2017 had 91% of students continue their education at four-year colleges and 4% at two-year colleges. • With over 60 clubs, students have the opportunity to engage in a wide range of extra and co-curricular experiences.
 <p>Mission, Vision, Theme:</p>	<p>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.”</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>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 2017 had 91% of students continue their education at four-year colleges and 4% at two-year colleges.</p>



**TENAFLY HIGH SCHOOL
2016-2017**

03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

Grade Span 09-12

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>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. Options for additional classes via Virtual High School. 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.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Co-ed), Lacrosse (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 (Co-ed)</p> <p>The Athletic Department currently offers 22 Varsity sports throughout the school year. We currently field JV and Freshman Teams in a majority of our offerings including Girls Freshman Soccer which is being offered this year for the 1st time in recent memory. Our student participation rate continues to increase with over 500 students currently participating in fall sports as our student athletes continue to proudly represent our school and demonstrate their Tiger Pride</p>
 <p>Clubs and Activities:</p>	<p>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.</p>








**TENAFLY HIGH SCHOOL
2016-2017**

03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670

Grade Span 09-12

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>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.</p>
 <p>Postsecondary Information:</p>	<p>95% of graduates attend college- 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 2242 applications to 334 US and international colleges-28 Ivy League acceptances-average SAT 1315 and ACT 28-362 students took an AP test-87% scores 3+.</p>
 <p>Student Supports and Services:</p>	<p>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 after school programs for mental well-being provided by CarePlus in Guidance.</p>
 <p>Student Health and Wellness:</p>	<p>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.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>



**TENAFLY HIGH SCHOOL
2016-2017**

Grade Span 09-12

**03-5160-050
BERGEN
TENAFLY BORO
19 COLUMBUS DRIVE
TENAFLY, NJ 07670**

School Narrative

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Facilities:

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.



**TENAFLY HIGH SCHOOL
2016-2017**

Grade Span 09-12

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TENAFLY, NJ 07670**

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:

The 2017-2018 school year marks Tenafly High School’s 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. In addition, with the 2017-2018 school year, THS transitioned to a single-entry location for school visitors during the school day. In 2016-2017, Tenafly High School adopted a Chromebook One-to-One Initiative which incorporates VDI (Virtual Desktop Infrastructure). Also in 2016-2017, THS launched Tiger Tots – its Early Childhood Learning Center for preschool-aged children. The Tiger Tots program also collaborates with the high school’s Child Psychology course. 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, academic research projects, and service learning as well as SPIN (Student-Planned Internships) for underclassmen.



TENAFLY MIDDLE SCHOOL
2016-2017


Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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



**TENAFLY MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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
6	276	301	302
7	289	291	311
8	275	303	303
Ungraded	4	5	0
Total	844	900	916

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	49%	48%	50%
Male	51%	52%	50%
Economically Disadvantaged Students	2%	2%	3%
Students with Disabilities	19%	18%	16%
English Learners	9%	4%	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
White	54.4%
Asian	34.7%
Hispanic	6.7%
Black or African American	1.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
<i>Two or More Races</i>	2.8%

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	66.0%
Korean	12.9%
Hebrew	9.1%
Chinese	3.6%
Spanish	2.4%
<i>Other</i>	5.8%



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	847	97.0	86.70	81.50	54.90	86.7	80	Met Goal
White	460	96.0	85.00	79.40	63.90	85	78.7	Met Goal
Hispanic	53	93.3	81.10	68.30	39.80	79.3	62.8	Met Target
Black or African American	*	*	*	74.00	35.20	90	**	**
Asian, Native Hawaiian, or Pacific Islander	296	99.0	91.50	87.50	80.70	91.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	27	100.0	74.00	85.50	54.90	74	N	N
Female	415	97.1	90.10	86.90	62.20	90.1		
Male	432	96.9	83.30	76.70	48.10	83.3		
Economically Disadvantaged Students	29	96.8	62.10	56.10	36.20	62.1	N	N
Non-Economically Disadvantaged Students	818	97.0	87.60	82.30	65.80	87.6		
Students with Disabilities	138	92.9	52.20	49.60	20.50	50.9	46.3	Met Target
Students without Disabilities	709	97.9	93.30	88.50	61.90	93.3		
English Learners	56	93.3	66.10	60.70	25.20	66	72.2	Met Target†
Non-English Learners	791	97.3	88.10	83.50	57.40	88.1		
Homeless Students	N	N	N	*	26.40	N		
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.



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	291	780	780	752	*	*	10%	49%	40%	88%	54%
White	155	779	779	758	*	*	9%	48%	41%	89%	63%
Hispanic	31	767	767	740	*	*	*	68%	*	84%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	88	788	788	776	0%	*	*	43%	50%	93%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	13	767	767	753	0%	0%	*	*	*	62%	56%
Female	151	785	785	758	*	*	9%	38%	52%	89%	61%
Male	140	774	774	746	*	*	11%	60%	27%	87%	46%
Economically Disadvantaged Students	11	770	770	737	*	*	*	*	*	73%	34%
Non-Economically Disadvantaged Students	280	780	780	761	*	*	*	*	*	89%	65%
Students with Disabilities	40	752	752	722	*	*	38%	38%	*	50%	17%
Students without Disabilities	251	785	785	758	*	*	5%	50%	*	94%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
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%



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	295	780	780	756	*	*	12%	39%	46%	85%	59%
White	158	775	775	764	*	*	13%	43%	39%	82%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	107	789	789	784	*	*	10%	28%	61%	89%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	141	784	784	764	*	*	9%	43%	48%	91%	68%
Male	154	776	776	749	*	*	14%	35%	44%	79%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	51	754	754	719	*	*	29%	47%	*	59%	19%
Students without Disabilities	244	785	785	763	*	*	8%	37%	*	90%	67%
English Learners	11	753	753	701	*	*	*	*	*	46%	*
Non-English Learners	284	781	781	758	*	*	*	*	*	86%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-5160-095
 BERGEN
 TENAFLY BORO
 10 SUNSET LANE
 TENAFLY, NJ 07670

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	288	787	787	757	*	*	9%	43%	45%	88%	59%
White	158	783	783	764	*	*	10%	49%	37%	86%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	112	795	795	786	*	0%	*	33%	60%	93%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	142	794	794	766	*	*	8%	35%	56%	91%	68%
Male	146	781	781	749	*	*	10%	51%	34%	86%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	47	752	752	718	*	*	*	43%	*	51%	18%
Students without Disabilities	241	794	794	764	*	*	*	44%	*	95%	67%
English Learners	12	745	745	701	*	*	*	*	0%	50%	*
Non-English Learners	276	789	789	759	*	*	*	*	47%	90%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

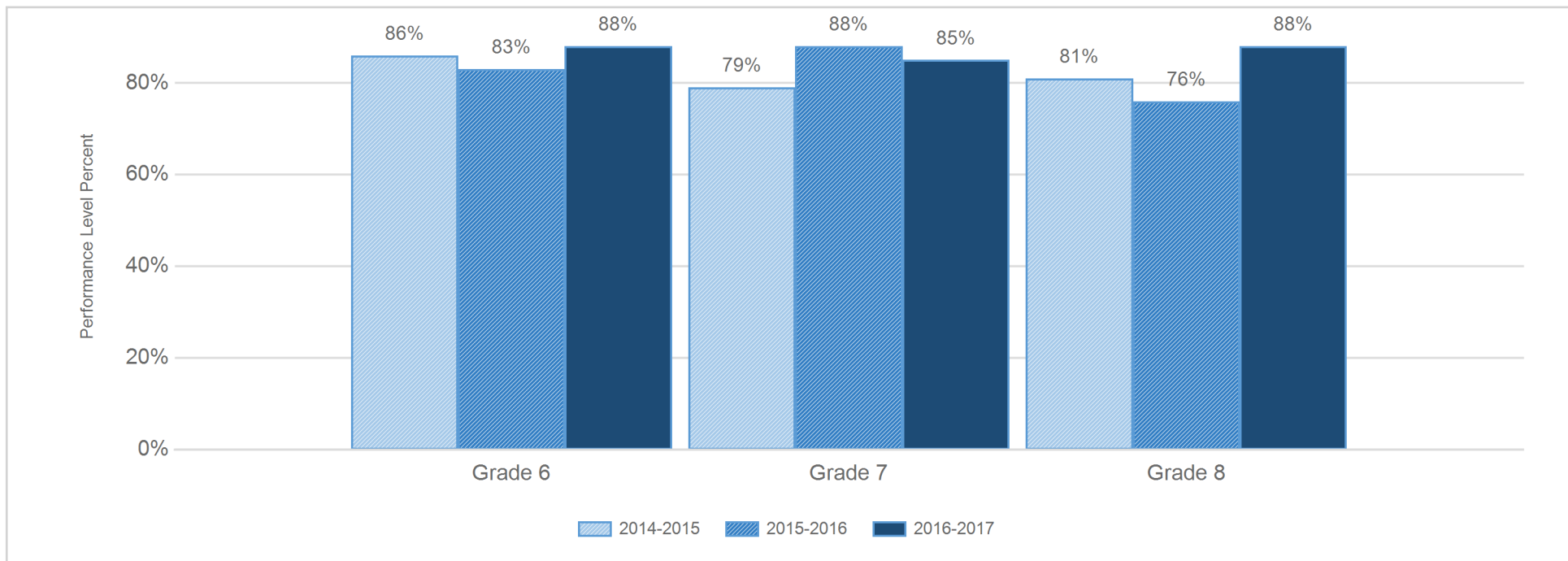


TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

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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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2016-2017

Grade Span 06-08

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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	852	97.3	81.30	76.80	43.50	81.3	75.9	Met Goal
White	459	96.2	78.20	73.10	52.40	78.2	69.6	Met Target
Hispanic	53	93.3	60.40	52.80	27.60	59	53.8	Met Target
Black or African American	*	*	*	59.20	21.70	80	**	**
Asian, Native Hawaiian, or Pacific Islander	302	99.4	90.10	87.20	75.60	90.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	27	100.0	77.80	82.90	44.90	77.8	N	N
Female	417	97.2	82.50	78.30	44.10	82.5		
Male	435	97.4	80.00	75.50	42.90	80		
Economically Disadvantaged Students	30	100.0	53.30	44.80	25.10	53.3	N	N
Non-Economically Disadvantaged Students	822	97.2	82.20	77.70	54.30	82.2		
Students with Disabilities	137	92.2	44.60	41.80	16.50	43.1	42.3	Met Target
Students without Disabilities	715	98.3	88.30	84.40	48.80	88.3		
English Learners	62	97.5	87.10	79.00	23.30	87.1	80	Met Goal
Non-English Learners	790	97.3	80.80	76.70	45.20	80.8		
Homeless Students	N	N	N	*	16.40	N		
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.



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

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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	291	774	774	743	*	*	12%	56%	29%	85%	44%
White	155	772	772	751	*	*	10%	60%	27%	87%	54%
Hispanic	31	759	759	731	*	0%	*	61%	*	68%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	88	784	784	771	0%	*	*	50%	42%	92%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	13	767	767	745	0%	0%	*	*	*	62%	46%
Female	152	776	776	745	*	*	12%	55%	32%	86%	45%
Male	139	772	772	742	*	*	12%	57%	26%	83%	43%
Economically Disadvantaged Students	11	762	762	728	*	*	*	*	*	64%	24%
Non-Economically Disadvantaged Students	280	774	774	752	*	*	*	*	*	85%	56%
Students with Disabilities	39	752	752	717	*	*	31%	44%	*	51%	13%
Students without Disabilities	252	777	777	748	*	*	9%	58%	*	90%	50%
English Learners	15	765	765	710	*	*	*	67%	*	80%	*
Non-English Learners	276	774	774	745	*	*	*	55%	*	85%	*
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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2016-2017

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Grade Span 06-08

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	198	757	757	741	0%	8%	28%	56%	9%	65%	40%
White	125	754	754	748	*	10%	29%	57%	*	62%	49%
Hispanic	17	750	750	730	0%	*	*	*	*	47%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	50	766	766	764	*	*	20%	58%	20%	78%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	101	758	758	743	0%	*	26%	62%	*	70%	41%
Male	97	755	755	740	0%	*	30%	49%	*	59%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	47	746	746	716	*	*	32%	43%	*	47%	11%
Students without Disabilities	151	760	760	746	*	*	27%	60%	*	70%	45%
English Learners	10	751	751	712	0%	*	*	*	0%	70%	*
Non-English Learners	188	757	757	742	0%	*	*	*	10%	64%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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2016-2017

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Grade Span 06-08

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	59	740	740	728	*	20%	37%	37%	*	37%	28%
White	39	739	739	736	*	*	39%	33%	0%	33%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	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	34	745	745	730	*	*	*	*	0%	44%	30%
Male	25	733	733	725	*	*	*	*	0%	28%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	29	726	726	705	*	*	38%	*	*	17%	*
Students without Disabilities	30	753	753	734	*	*	37%	*	*	57%	*
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.



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

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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	253	778	768	743	0%	0%	6%	83%	10%	94%	42%
White	130	775	765	751	0%	0%	*	87%	*	93%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	109	782	777	774	*	*	*	79%	15%	94%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	117	775	766	744	*	*	*	84%	*	92%	43%
Male	136	781	770	741	*	*	*	83%	*	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	20	772	745	714	0%	0%	*	70%	*	80%	10%
Students without Disabilities	233	778	773	747	0%	0%	*	85%	*	95%	47%
English Learners	25	781	773	708	0%	0%	*	60%	*	84%	*
Non-English Learners	228	778	768	745	0%	0%	*	86%	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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%



TENAFLY MIDDLE SCHOOL
2016-2017

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Grade Span 06-08

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	93	785	763	734	0%	0%	0%	46%	54%	100%	30%
White	33	782	757	740	0%	0%	0%	55%	46%	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	55	788	775	758	0%	0%	0%	38%	62%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	42	786	760	735	0%	0%	0%	41%	60%	100%	31%
Male	51	784	765	733	0%	0%	0%	51%	49%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

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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	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

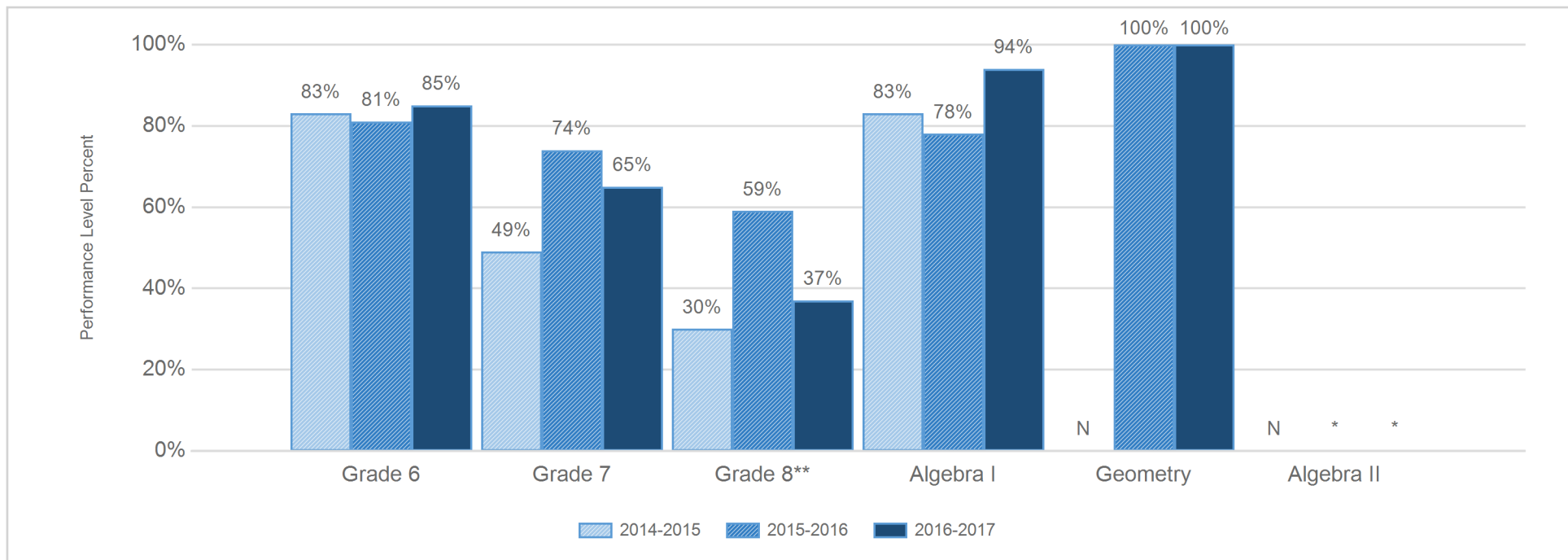


TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

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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.



**TENAFLY MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

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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
6	N	N
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	19	52.6%	47.4%
2	19	36.8%	63.2%
3	11	9.1%	90.9%
4	N	N	N
5+	*	*	*



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

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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.

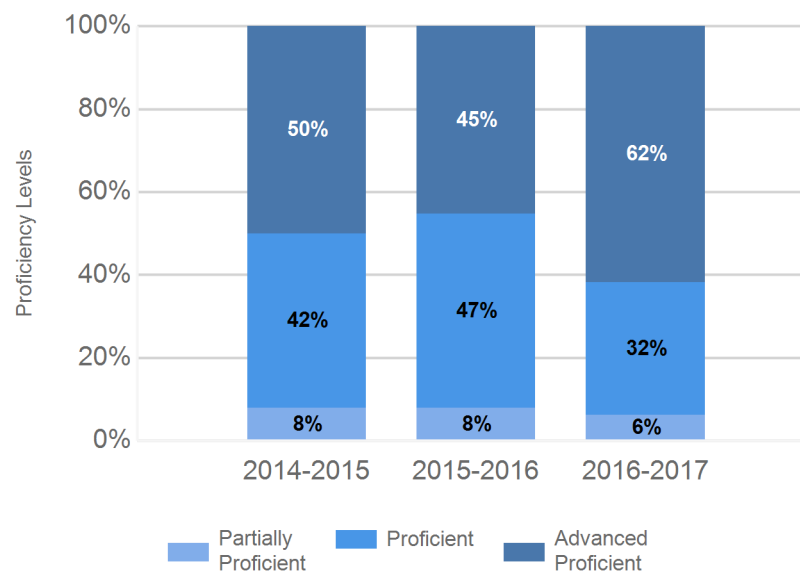
NJASK Science Assessment Performance: Grade 8

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	62%	32%	6%
White	60%	33%	7%
Hispanic	*	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	71%	26%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	40%	40%	*
Economically Disadvantaged Students	*	*	N
Students with Disabilities	33%	46%	22%
English Learners	26%	52%	22%

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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2016-2017

Grade Span 06-08

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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	51	52	50	Met Target	62	62	50	Exceeds Target
White	48	49	50	Met Target	60	60	52	Exceeds Target
Hispanic	48	52	49	Met Target	61.5	57	47	Exceeds Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	56	58	60	Met Target	66	66	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	52	54	51	Met Target	85	65	52	**
Economically Disadvantaged	62	55	47	Exceeds Target	63	51	46	**
Students with Disabilities	51	45	41	Met Target	58	57	43	Met Target
English Learners	54	54	53	Met Target	86	*	51	Exceeds Target

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



TENAFLY MIDDLE SCHOOL
2016-2017

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Grade Span 06-08

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:

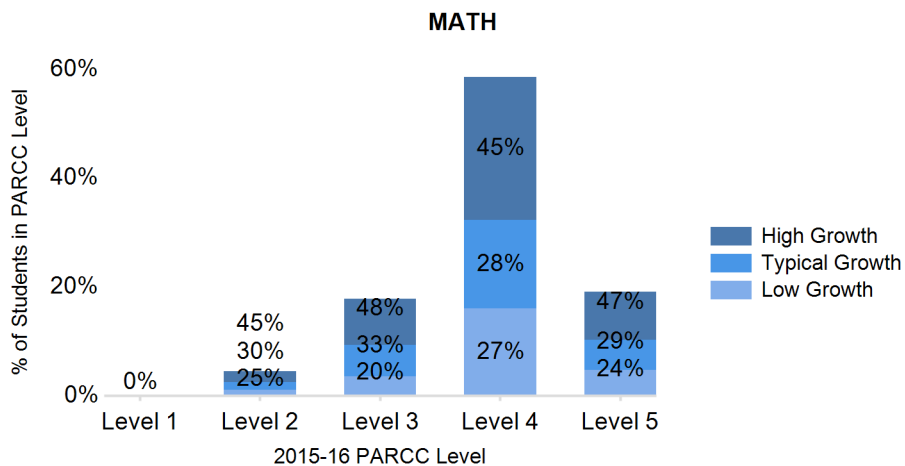
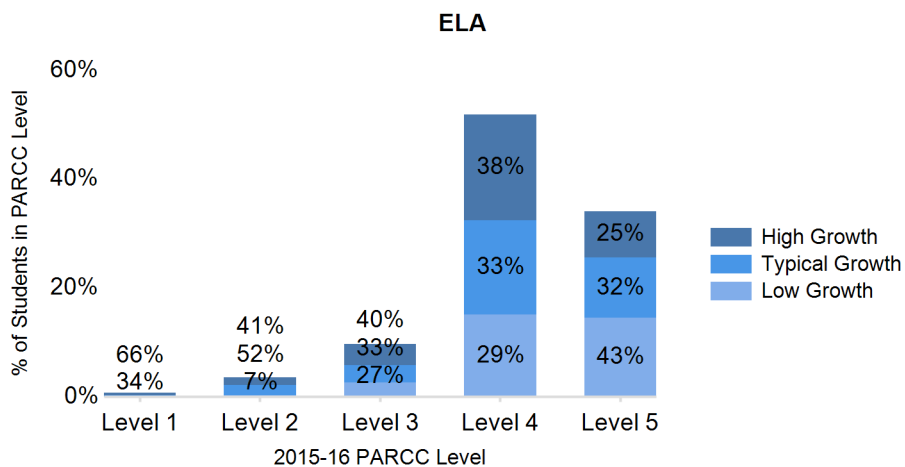
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

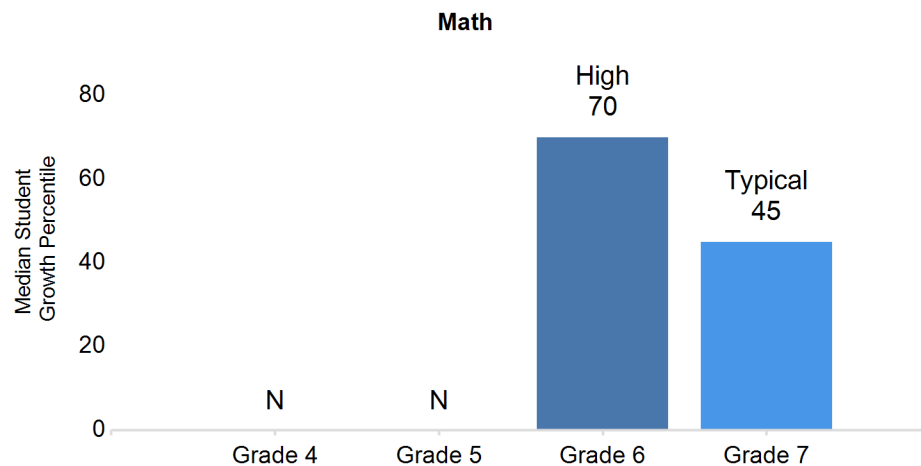
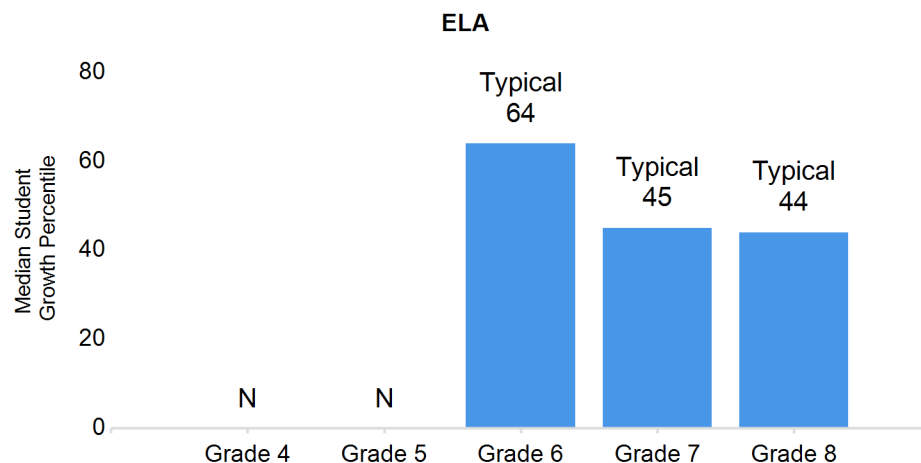
Student Growth by Performance Level

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



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
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TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	5	1	292
7	99	12	212
8	164	83	130
Schoolwide	268	96	634

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	187	77	0	0	0	22	0
7	157	51	0	0	0	42	0
8	168	53	0	0	0	26	0
Schoolwide	512	181	0	0	0	90	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

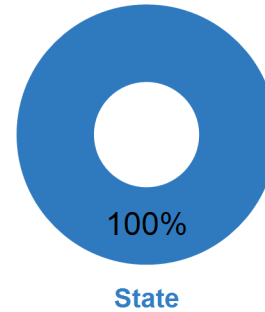
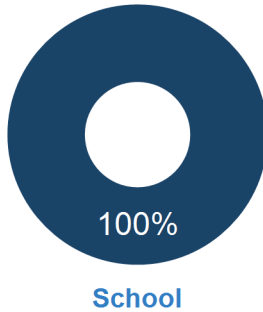
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10 SUNSET LANE
TENAFLY, NJ 07670

Visual and Performing Arts – Course Participation

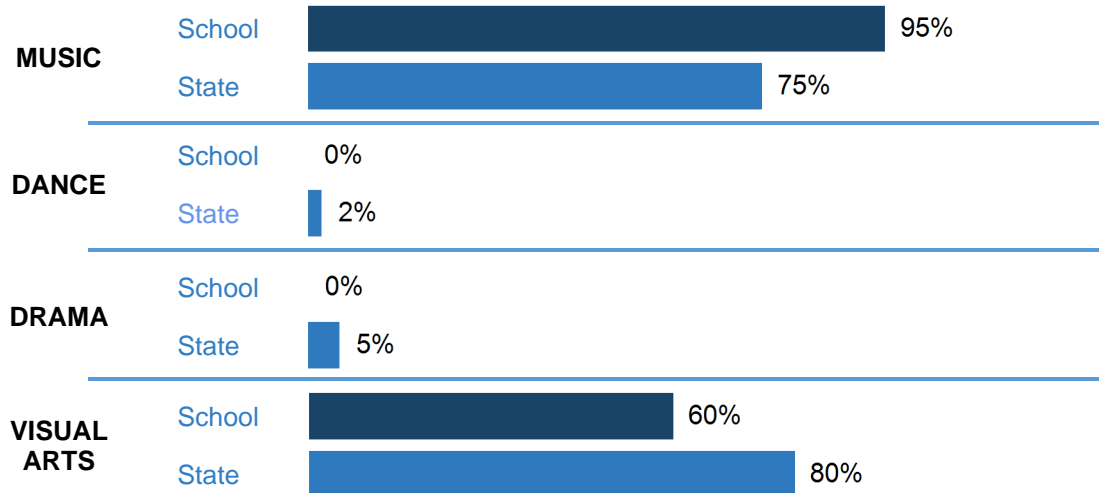
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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

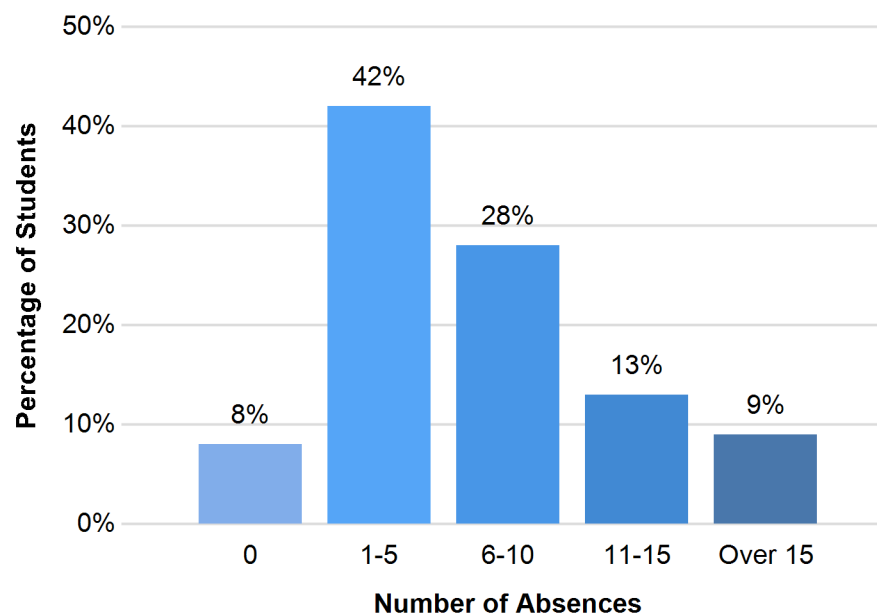
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.70	Met Target
White	6.30	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.80	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.80	8.70	Met Target
Economically Disadvantaged Students	0	8.70	Met Target
Students with Disabilities	7.60	8.70	Met Target
English Learners	3.60	8.70	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.



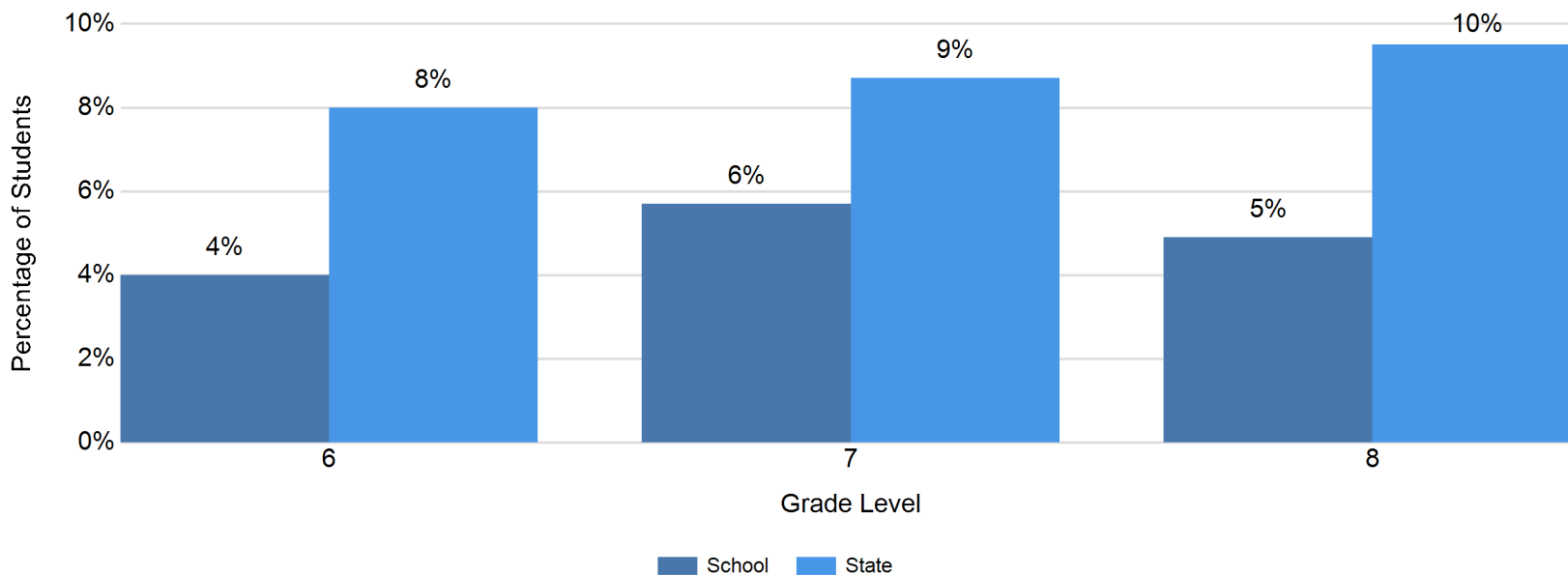


TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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.





TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	2:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 52 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	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.98

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.3%
Out-of-School Suspensions	0.7%
Any Suspension	2.0%

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



**TENAFLY MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670**

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	411.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$285	\$15,617	\$15,902



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	85	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	68%	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	21.4	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	74%	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	12:1
Administrators	305:1	135:1
Librarian/Media Specialists		608:1
Nurses		912:1
Counselors		281:1
Child Study Team		304:1



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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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.

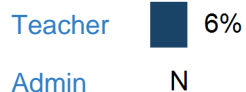
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	92%	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%



**TENAFLY MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	96.1	17.5%
Mathematics Proficiency	96.5	17.5%
English Language Arts Growth	55.0	25.0%
Mathematics Growth	87.3	25.0%
Chronic Absenteeism	78.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		81.0
Summative Rating: Percentile rank of Summative Score		91.6
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.



TENAFLY MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670

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	81.0	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
White	68.2	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	82.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.1	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	68.3	11.9	No	N	N	Met Target	Met Target	**	No
Economically Disadvantaged Students	95.0	11.9	No	N	N	Met Target	Exceeds Target	**	No
Students with Disabilities	85.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	84.8	11.9	No	Met Target†	Met Goal	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-5160-095
 BERGEN
 TENAFLY BORO
 10 SUNSET LANE
 TENAFLY, NJ 07670

School General Info

Principal:	Mr. Fabbo	Email Address:	jfabbo@tenafly.k12.nj.us
Address:	10 SUNSET LANE TENAFLY, NJ 07670	Website:	http://ms.tenafly.k12.nj.us
Phone:	(201)816-4530		

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"> • Award-winning concert band, orchestra, and performing chorus • We placed 1st worldwide and received the School Honor Roll for our high scores for the AMC8 Math Test • We offer a wide range of after-school clubs and activities
	<p>Mission, Vision, Theme:</p> <p>Our Mission and Vision: “Tenafly Middle School, in partnership with parents and the larger community, is dedicated to the growth and development of young adolescents by providing an environment that promotes academic rigor, academic integrity, social responsibility and lifelong learning.” Tenafly Middle School is committed to meeting the needs of each and every student by providing an environment that helps him or her grow academically, emotionally, socially and physically.</p>





**TENAFLY MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-5160-095
BERGEN
TENAFLY BORO
10 SUNSET LANE
TENAFLY, NJ 07670**

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>Our students are enrolled in all of the core subjects with some math courses that address different achievement levels in seventh and eighth grade. We have an extensive music program including performance ensembles in band, chorus, and orchestra. All students have PE or Family Life every day and our Integrated Arts courses include Art, Music, STEM, and Theater.</p>
 <p>Clubs and Activities:</p>	<p>Our students have the opportunity to join a variety of clubs including: All-school Chorus, Citizens of the World, Debate Team, Gay-Straight Alliance, Green Army Environmental, Yearbook, Jazz Band, Literary Magazine, Math Counts, Morning Announcements, Open Gym, Philosophy, Quiz Bowl, Science Olympiad, Stage Crew, STEM, Student Organization, Newspaper, Tutoring, Philharmonic Orchestra, School Play.</p>






TENAFLY MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-5160-095
 BERGEN
 TENAFLY BORO
 10 SUNSET LANE
 TENAFLY, NJ 07670

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>The staff at TMS continues to grow professionally. Our professional learning community works collaboratively to develop and implement goals to improve instruction. An important aspect of professional growth is learning from colleagues, so our teachers visit each other's classrooms regularly to share ideas and best practices. In addition, many teachers attend conferences and programs inside and outside of the district to augment district initiatives.</p>
 <p>Student Supports and Services:</p>	<p>Our students are supported throughout the school year. We have a guidance counselor assigned to each grade who follows the students from sixth grade to eighth grade. Our Child Study Team is dedicated to meeting the needs of our students with special needs. We also have counseling available through partnerships with Fairleigh Dickinson University and Care Plus. Academic support classes such as study skills and skill-building help students reach grade-level benchmarks.</p>
 <p>Parent and Community Involvement:</p>	<p>Tenafly Middle School parents also play a vital role in school life. The Home School Association generously supports programs that broaden our students' experiences, provides a planner for each student and donates money for classroom purchases that enhance the learning environment. The H.S.A. helps enrich our students' lives by sponsoring events such as the Halloween Party, Movie Night, and a Winter Hangout. They provide funding for assemblies, class trips, equipment, and our school play.</p>




WALTER STILLMAN SCHOOL
2016-2017
Grade Span PK-05

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

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



WALTER STILLMAN SCHOOL
2016-2017

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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	2	6	2
KG	43	39	53
1	56	55	58
2	62	67	56
3	65	63	63
4	75	64	70
5	75	77	66
Ungraded	25	26	27
Total	403	397	395

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	40%	42%	39%
Male	60%	58%	61%
Economically Disadvantaged Students	2%	2%	0%
Students with Disabilities	21%	26%	29%
English Learners	7%	12%	15%
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
White	54.2%
Asian	31.4%
Hispanic	8.9%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.6%

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	4	6	0
PK - Full Day	0	0	2
KG - Half Day	0	0	0
KG - Full Day	50	39	53

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	50.6%
Hebrew	15.9%
Korean	13.4%
Spanish	5.3%
Chinese	5.3%
Other	9.6%



WALTER STILLMAN SCHOOL
2016-2017

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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	184	97.5	82.10	81.50	54.90	82.1	80	Met Goal
White	99	98.1	81.90	79.40	63.90	81.9	80	Met Goal
Hispanic	17	94.7	70.60	68.30	39.80	70.1	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	56	98.4	87.50	87.50	80.70	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	10	90.9	90.00	85.50	54.90	85.7	**	**
Female	76	95.3	90.70	86.90	62.20	90.7		
Male	108	99.1	75.90	76.70	48.10	75.9		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	45	95.8	46.70	49.60	20.50	46.7	47.9	Met Target†
Students without Disabilities	139	98.0	93.50	88.50	61.90	93.5		
English Learners	22	96.0	50.00	60.70	25.20	50	N	N
Non-English Learners	162	97.7	86.40	83.50	57.40	86.4		
Homeless Students	N	N	N	*	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	778	776	749	*	*	*	57%	22%	78%	50%
White	33	765	767	759	*	*	*	73%	*	76%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	24	796	784	775	0%	*	*	*	46%	83%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	23	795	783	754	*	*	*	57%	*	96%	55%
Male	37	768	770	745	*	*	*	57%	*	68%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	60	778	776	762	*	*	*	57%	22%	78%	63%
Students with Disabilities	14	748	749	720	*	*	*	*	*	36%	24%
Students without Disabilities	46	787	781	755	*	*	*	*	*	91%	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	68	773	779	753	*	*	15%	56%	25%	81%	56%
White	32	771	775	762	*	0%	*	59%	*	81%	67%
Hispanic	11	777	763	740	0%	0%	*	*	*	82%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	20	779	791	777	*	0%	*	50%	*	85%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	783	784	758	*	*	*	52%	*	88%	61%
Male	43	768	773	749	*	*	*	58%	*	77%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	68	773	779	764	*	*	15%	56%	25%	81%	69%
Students with Disabilities	19	745	*	725	*	*	*	*	*	42%	25%
Students without Disabilities	49	785	*	759	*	*	*	*	*	96%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	785	776	756	0%	*	*	58%	31%	89%	59%
White	37	781	772	763	0%	*	*	62%	*	87%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	800	784	779	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	33	790	782	761	0%	*	*	52%	*	91%	66%
Male	31	779	770	750	0%	*	*	65%	*	87%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	64	785	*	765	0%	*	*	58%	31%	89%	71%
Students with Disabilities	12	765	*	725	*	*	*	*	*	67%	22%
Students without Disabilities	52	790	*	762	*	*	*	*	*	94%	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%



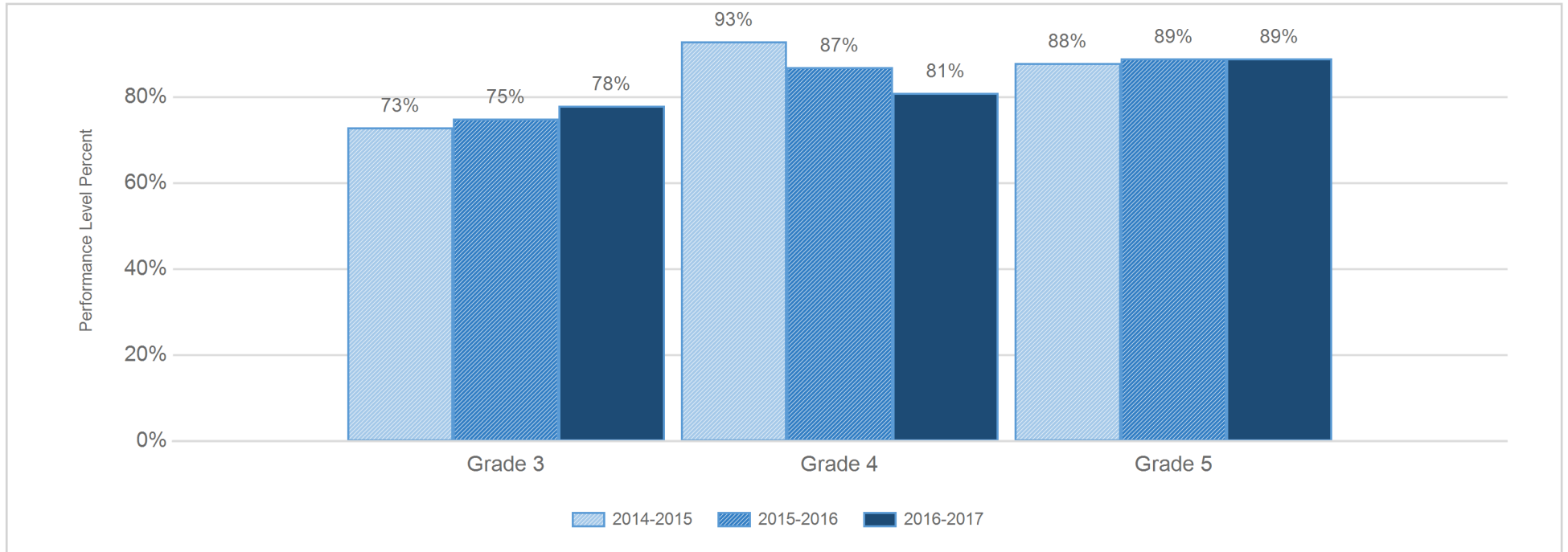
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English Language Arts/Literacy Assessment - Performance Trends

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	185	97.6	78.90	76.80	43.50	78.9	80	Met Target†
White	100	98.1	80.00	73.10	52.40	80	80	Met Goal
Hispanic	17	95.0	53.00	52.80	27.60	53	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	56	98.5	87.50	87.20	75.60	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	90.9	80.00	82.90	44.90	76.2	**	**
Female	77	95.5	84.40	78.30	44.10	84.4		
Male	108	99.2	75.00	75.50	42.90	75		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	45	95.8	57.80	41.80	16.50	57.8	52.7	Met Target
Students without Disabilities	140	98.1	85.70	84.40	48.80	85.7		
English Learners	23	97.1	73.90	79.00	23.30	73.9	N	N
Non-English Learners	162	97.7	79.60	76.70	45.20	79.6		
Homeless Students	N	N	N	*	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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2016-2017**

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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	62	780	779	751	0%	*	*	44%	40%	84%	53%
White	33	770	768	759	0%	*	*	55%	*	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	26	795	792	779	0%	0%	*	*	62%	92%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	25	792	780	751	*	*	*	44%	48%	92%	52%
Male	37	773	778	751	*	*	*	43%	35%	78%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	62	780	779	761	0%	*	*	44%	40%	84%	65%
Students with Disabilities	14	759	753	729	0%	*	*	*	*	64%	29%
Students without Disabilities	48	787	784	755	0%	*	*	*	*	90%	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	72	769	774	747	*	*	19%	60%	15%	75%	47%
White	35	764	770	755	0%	*	*	69%	*	74%	59%
Hispanic	11	762	755	734	0%	0%	*	*	*	64%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	21	782	788	774	*	0%	*	62%	*	91%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	773	773	747	*	*	*	60%	*	80%	47%
Male	47	767	775	747	*	*	*	60%	*	72%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	72	769	775	757	*	*	19%	60%	15%	75%	61%
Students with Disabilities	19	750	*	724	*	*	*	58%	0%	58%	22%
Students without Disabilities	53	775	*	751	*	*	*	60%	21%	81%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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	67	771	769	747	*	*	21%	60%	18%	78%	46%
White	38	769	763	754	0%	0%	*	66%	*	79%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	18	783	781	774	0%	0%	*	*	*	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	34	775	770	747	0%	*	*	62%	*	82%	47%
Male	33	767	768	746	0%	*	*	58%	*	73%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	67	771	*	756	*	*	21%	60%	18%	78%	59%
Students with Disabilities	12	761	746	725	0%	*	*	*	*	50%	19%
Students without Disabilities	55	774	774	751	0%	*	*	*	*	84%	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%

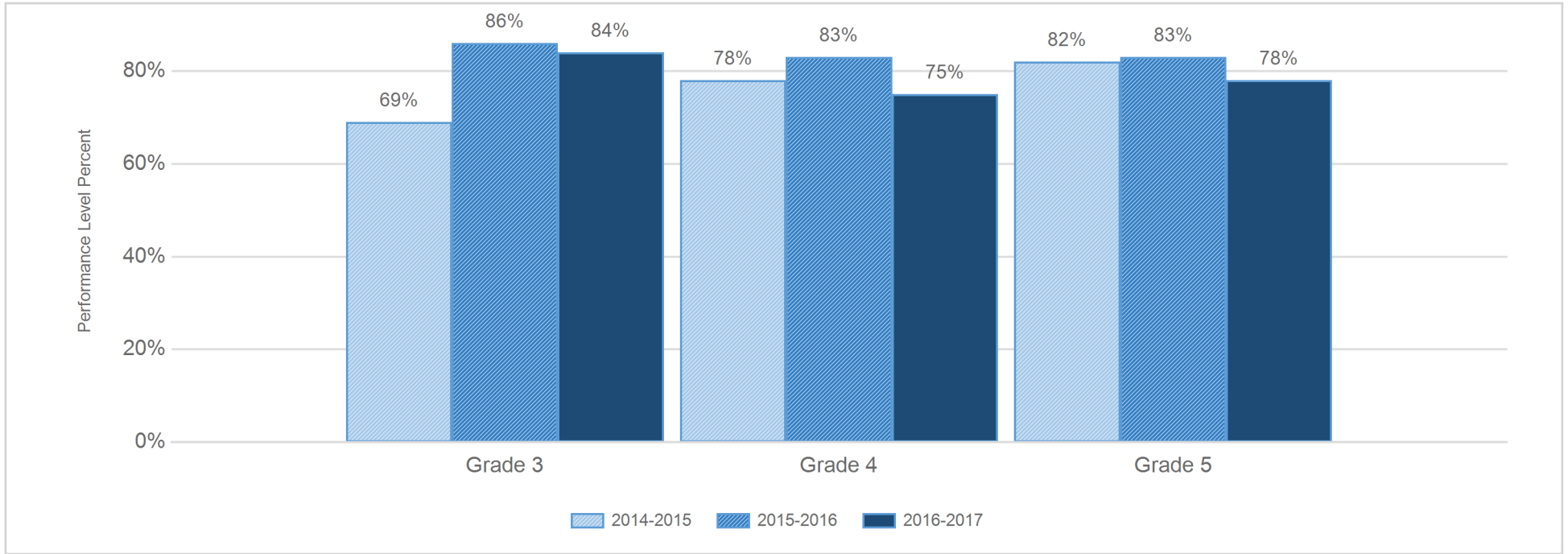


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Mathematics Assessment – Performance Trends

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	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	27	70.4%	29.6%
2	*	*	*
3	*	*	*
4	*	*	*
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.

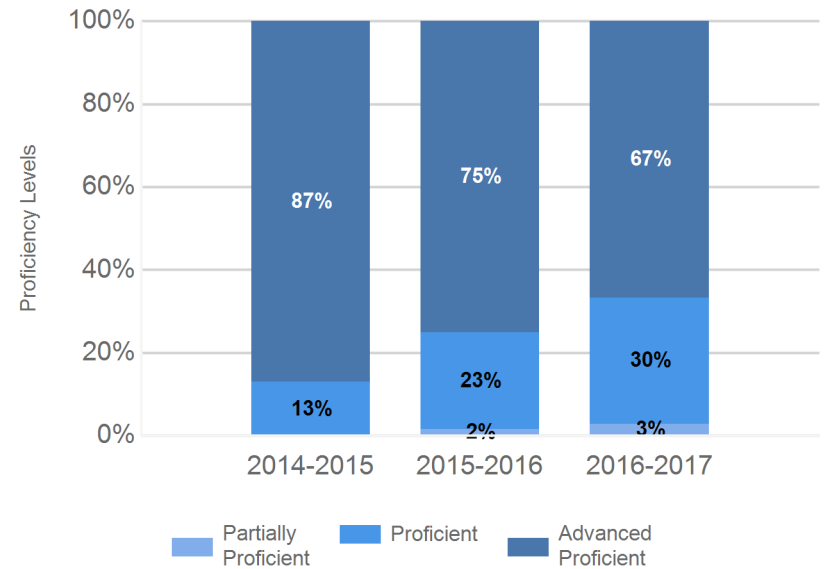
NJASK Science Assessment Performance: Grade 4

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	67%	30%	3%
White	56%	41%	3%
Hispanic	*	30%	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	86%	10%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	35%	53%	12%
English Learners	*	*	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	58.5	52	50	Met Target	63	62	50	Exceeds Target
White	59.5	49	50	Met Target	63.5	60	52	Exceeds Target
Hispanic	58.5	52	49	**	61	57	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	57.5	58	60	Met Target	70	66	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	65	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	39.5	45	41	Not Met	60.5	57	43	Exceeds Target
English Learners	*	54	53	**	86	*	51	**

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



**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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

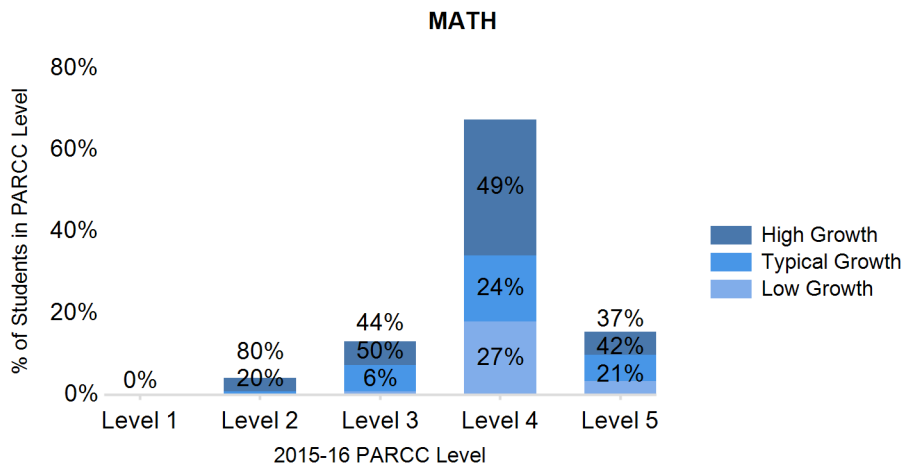
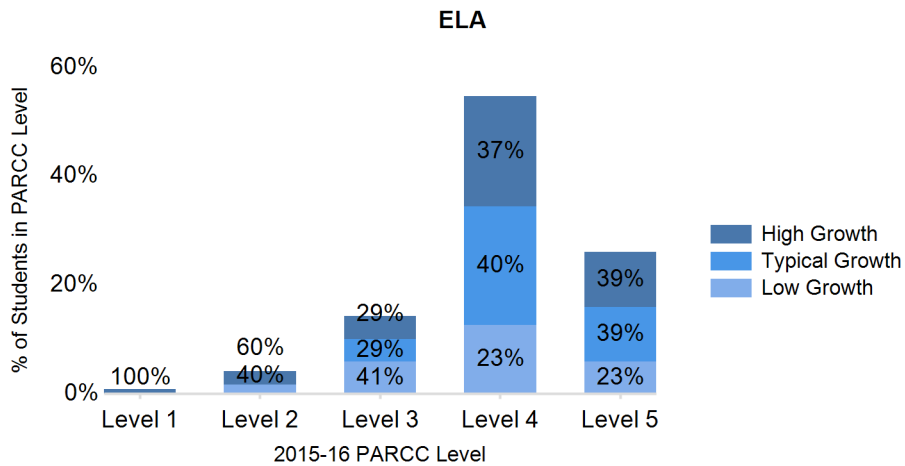
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

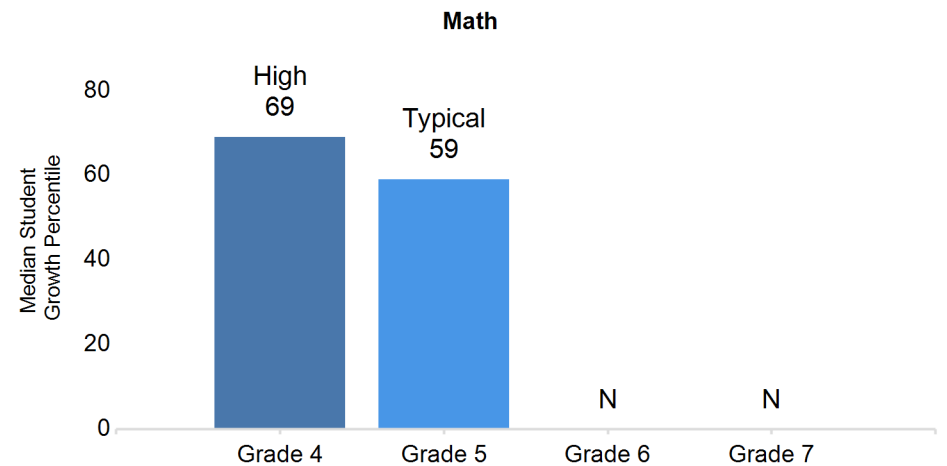
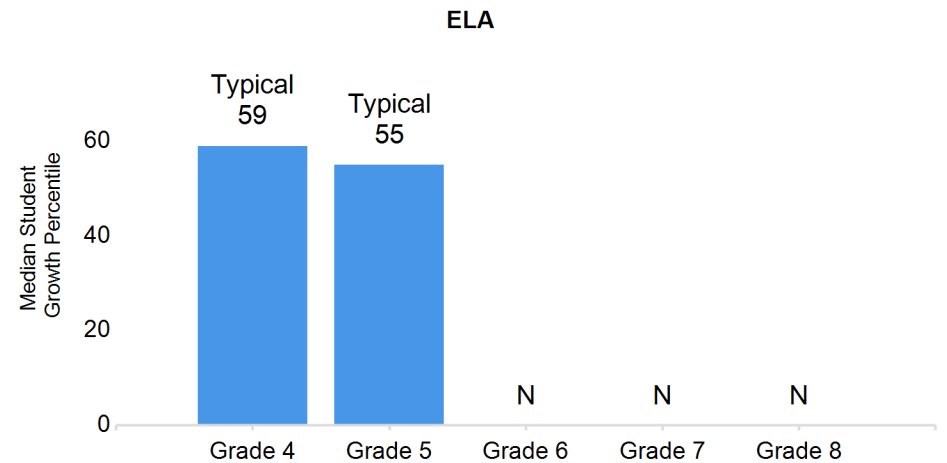
Student Growth by Performance Level

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.





**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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

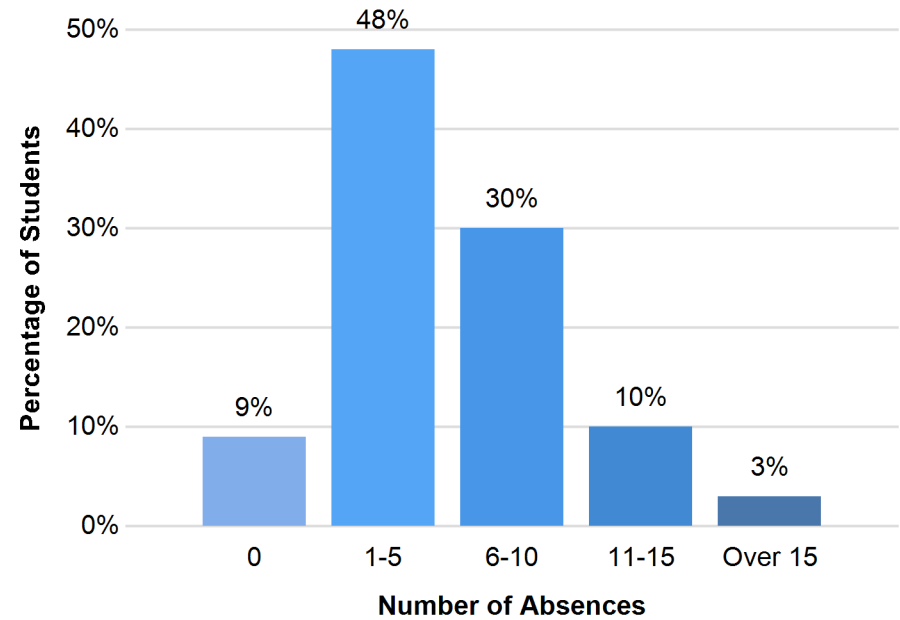
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	8.40	Met Target
White	2.60	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.40	8.40	Met Target
English Learners	2.20	8.40	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.





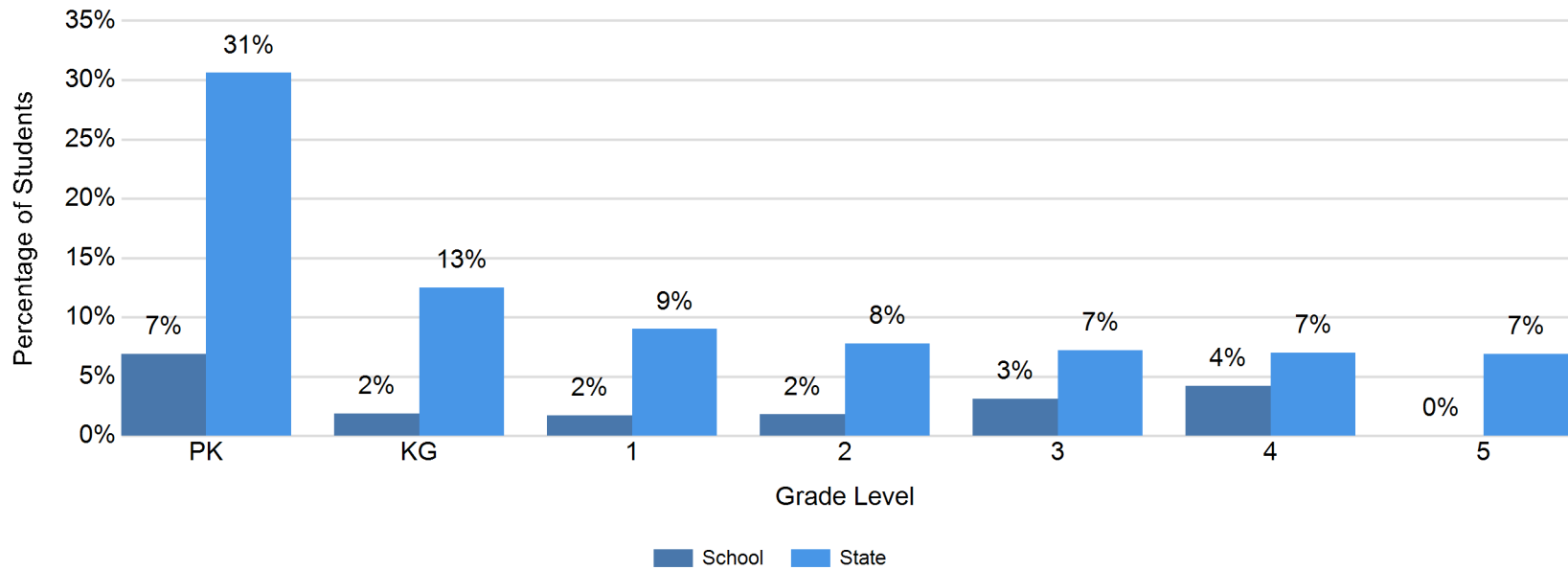
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2016-2017

03-5160-100
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TENAFLY, NJ 07670

Grade Span PK-05

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.





**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

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.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Student Suspension Rate

Student Expulsions

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.

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.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.3%
Any Suspension	0.5%

Category	Number of Students
Expulsions	0



WALTER STILLMAN SCHOOL
2016-2017
Grade Span PK-05

03-5160-100
 BERGEN
 TENAFLY BORO
 75 TENAFLY ROAD
 TENAFLY, NJ 07670

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	2.3:1	411.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$285	\$15,617	\$15,902



**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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	37	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	81%	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	21.4	15.9
Average years experience in district	12.7	11.6
Administrators in district for 4 or more years	74%	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	12:1
Administrators	395:1	135:1
Librarian/Media Specialists		608:1
Nurses		912:1
Counselors		281:1
Child Study Team		304:1



**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

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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.

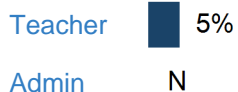
Bachelor's Degree



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	89%	89%
2015-16 Administrators: Same district 2016-17	92%	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	97%



WALTER STILLMAN SCHOOL
2016-2017
Grade Span PK-05

03-5160-100
 BERGEN
 TENAFLY BORO
 75 TENAFLY ROAD
 TENAFLY, NJ 07670

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	89.2	17.5%
Mathematics Proficiency	96.2	17.5%
English Language Arts Growth	67.0	25.0%
Mathematics Growth	86.8	25.0%
Chronic Absenteeism	94.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.1
Summative Rating: Percentile rank of Summative Score		95.2
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.



**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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	85.1	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Exceeds Target	No
White	86.5	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	65.9	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	80.8	11.9	No	Met Target†	Met Target	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



**WALTER STILLMAN SCHOOL
2016-2017**

Grade Span PK-05




03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

School General Info

Principal:	Ms. Lander	Email Address:	glander@tenafly.k12.nj.us
Address:	75 TENAFLY ROAD TENAFLY, NJ 07670	Website:	www.tenafly.k12.nj.us
Phone:	(201)816-7710		

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"> • Award winning tiered reading intervention program in grades K and 1. • Strong community and positive school environment displayed through the many school clubs and parent volunteers. • Technology is integrated through 1:1 Chromebooks.
 <p>Mission, Vision, Theme:</p>	<p>The dedicated members of the Stillman school community are committed to providing an exemplary education, embedded in a safe, nurturing and supportive environment in which all students can flourish. Children are encouraged to inquire and explore as they embark on a variety of authentic learning experiences that promote social, emotional and academic growth, and help prepare them to become active, contributing members of our ever-changing society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Recognized by the NJ International Dyslexia Association for a strong multi-sensory approach to reading.</p>






**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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 <p>Courses, Curriculum, Instruction:</p>	<p>Research-based balanced literacy program. Workshop model for language arts. The Everyday Mathematics program. The customized science program incorporates experiential learning into its units of study. A similar approach is taken in the social studies, during which students engage in in-depth, cross-curricular studies of American history and civics, and draw a deeper understanding of what it means to be part of a community.</p>
 <p>Clubs and Activities:</p>	<p>Our chorus, band and orchestra programs. Service-based clubs, such as the Student Council, GPS (Guiding Positive Safety) and WITS (World Improvement from Tenafly Students) teach students what it truly means to give back to the community by engaging in projects, such as initiating a school-wide recycling program, collecting goods for the local food pantries, and raising funds to donate to worthy causes such as cancer research and animal shelters.</p>
 <p>Before and After School Programs:</p>	<p>School Aged Child Care is offered in the morning and the afternoon. Our chorus, band and orchestra programs provide our children with a forum to express themselves musically. The service-based clubs, such as the Student Council, GPS (Guiding Positive Safety) and WITS (World Improvement from Tenafly Students) teach students what it truly means to give back to the community by engaging in service projects.</p>





**WALTER STILLMAN SCHOOL
2016-2017**

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

Grade Span PK-05

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 <p>Student Supports and Services:</p>	<p>English Language Learners are provided with leveled small group instruction. The basic skills program offers intensified instruction to remediate foundational skills in a small group setting, Our special education students are offered a continuum of services, ranging from paraprofessionals and special education teacher supported classes to individual therapy. Gifted learners participate in the Discovery program.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are encouraged to be involved in their child’s learning through a variety of different avenues. By joining one of the many available organizations, such as the Stillman Home School Association, parents quickly become a positive force within our school community. It is with this team approach that we are able to better serve the social, academic, and emotional needs of the children within our care.</p>




WALTER STILLMAN SCHOOL
2016-2017
Grade Span PK-05

03-5160-100
 BERGEN
 TENAFLY BORO
 75 TENAFLY ROAD
 TENAFLY, NJ 07670

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The School Climate Survey was given to all community members and reflected a high level of connection to our school. Students boast of earning Stillman Value Awards and parents and teacher say there is a strong vision and commitment to working collaboratively for the best needs of all students.</p>
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WALTER STILLMAN SCHOOL
2016-2017
Grade Span PK-05

03-5160-100
BERGEN
TENAFLY BORO
75 TENAFLY ROAD
TENAFLY, NJ 07670

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Our school garden offers students a chance for hands on learning experiences. Our expert and committed professional faculty and staff make our school a warm, challenging, and enriching learning environment.



Other Information: