



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-070
BERGEN
TENAFLY BORO
J SPENCER SMITH SCHOOL
101 DOWNEY DRIVE
TENAFLY, NJ 07670

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

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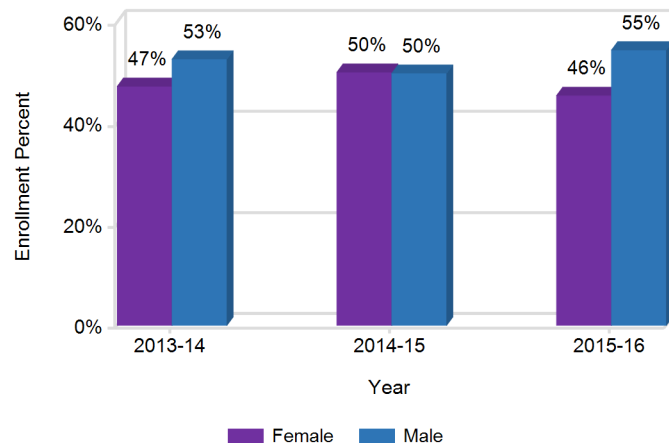
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	45	60	58
Grade 01	52	52	62
Grade 02	60	56	67
Grade 03	71	61	54
Grade 04	75	75	62
Grade 05	63	76	77
UG	4	9	7
Total	370	389	387

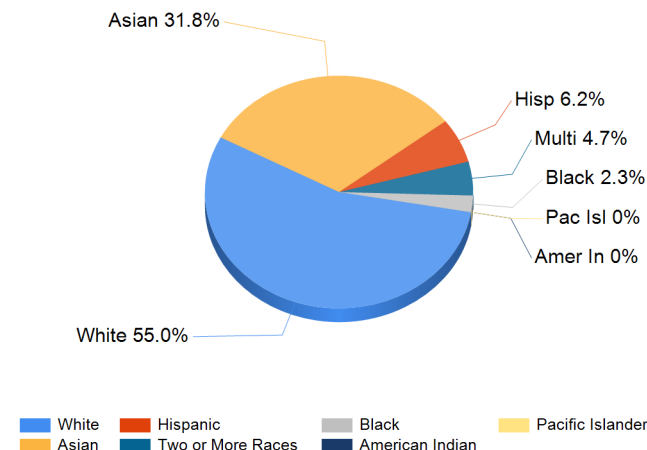
Enrollment by Gender

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



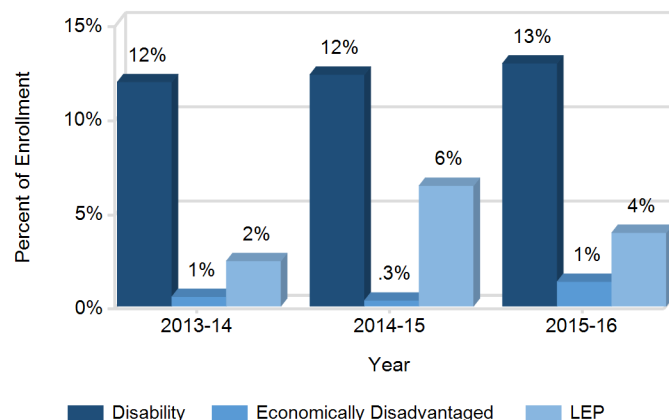
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.8%
Korean	11.9%
Hebrew	5.7%
Spanish	2.8%
Chinese	2.1%
Other	7.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	40	95
Mathematics Met or Exceeded Expectations	85%	100	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	188	82%	95	100%	✓	189	85%	99	100%	✓
White	100	79%	85	100%	✓	100	83%	93	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	58	95%	76	100%	✓	59	97%	78	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	773	775	746	2%	6%	19%	59%	15%	74%	48%
White	32	765	769	756	3%	3%	28%	53%	13%	66%	58%
African American	S	S	763	727	S	S	S	S	S	S	30%
Hispanic	S	S	747	730	S	S	S	S	S	S	31%
Asian	17	794	793	772	N	N	6%	71%	24%	94%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	777	753	S	S	S	S	S	S	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	S	S	740	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	732	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	54	773	774	749	2%	N	19%	48%	32%	80%	52%
White	32	764	768	757	N	N	25%	59%	16%	75%	63%
African American	S	S	745	730	S	S	S	S	S	S	31%
Hispanic	S	S	756	736	S	S	S	S	S	S	35%
Asian	17	793	789	777	N	N	6%	35%	59%	94%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	781	754	S	S	S	S	S	S	57%
Students with Disability	S	S	753	727	S	S	S	S	S	S	28%
English Language Learners	S	S	771	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	733	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	780	774	750	N	7%	7%	51%	36%	87%	54%
White	32	777	772	759	N	6%	9%	50%	34%	84%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	758	737	S	S	S	S	S	S	37%
Asian	18	793	780	773	N	N	6%	50%	44%	94%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	780	756	S	S	S	S	S	S	62%
Students with Disability	12	748	748	723	N	33%	17%	50%	N	50%	22%
English Language Learners	S	S	760	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	62	773	769	745	2%	N	11%	71%	16%	87%	47%
White	32	771	764	752	N	N	13%	72%	16%	88%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	745	733	S	S	S	S	S	S	30%
Asian	19	782	781	771	N	N	N	84%	16%	100%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	12	751	742	724	8%	N	42%	42%	8%	50%	22%
English Language Learners	S	S	772	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	775	776	751	N	3%	14%	66%	17%	83%	53%
White	38	771	775	758	N	N	16%	76%	8%	84%	64%
African American	S	S	763	733	S	S	S	S	S	S	32%
Hispanic	S	S	768	738	S	S	S	S	S	S	37%
Asian	24	788	783	773	N	N	8%	54%	38%	92%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	S	S	746	723	S	S	S	S	S	S	20%
English Language Learners	S	S	760	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	77	779	774	747	N	4%	8%	53%	35%	88%	47%
White	38	776	771	753	N	3%	11%	55%	32%	87%	57%
African American	S	S	750	728	S	S	S	S	S	S	24%
Hispanic	S	S	759	735	S	S	S	S	S	S	31%
Asian	24	793	786	774	N	N	4%	46%	50%	96%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	S	S	762	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	755	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



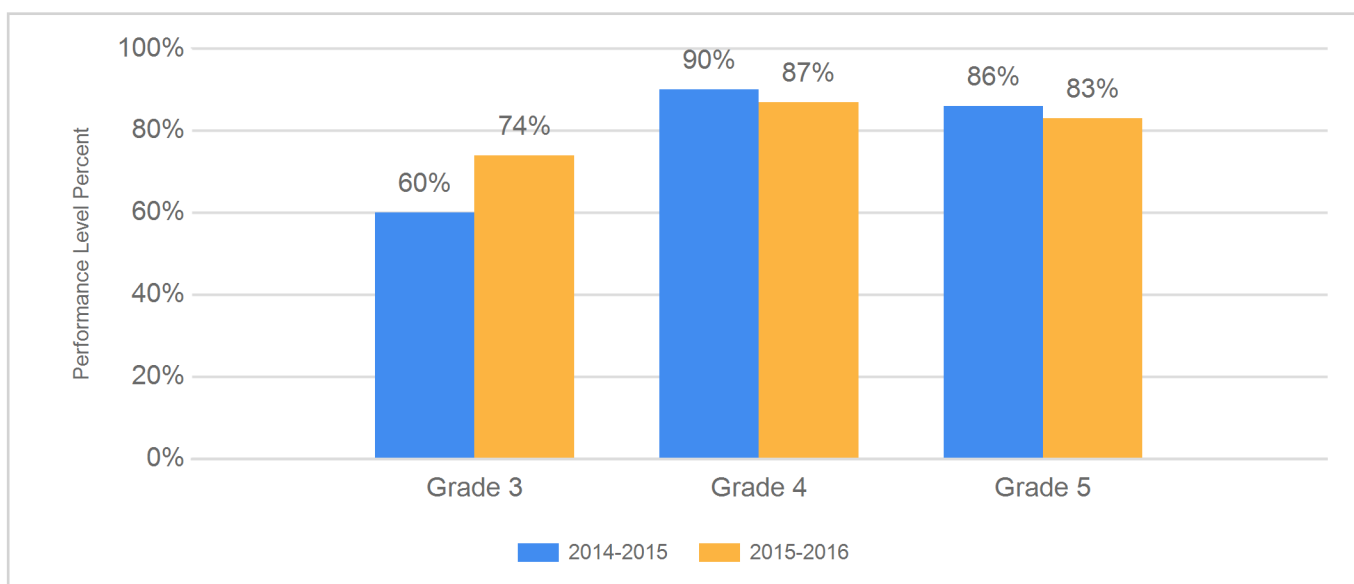
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





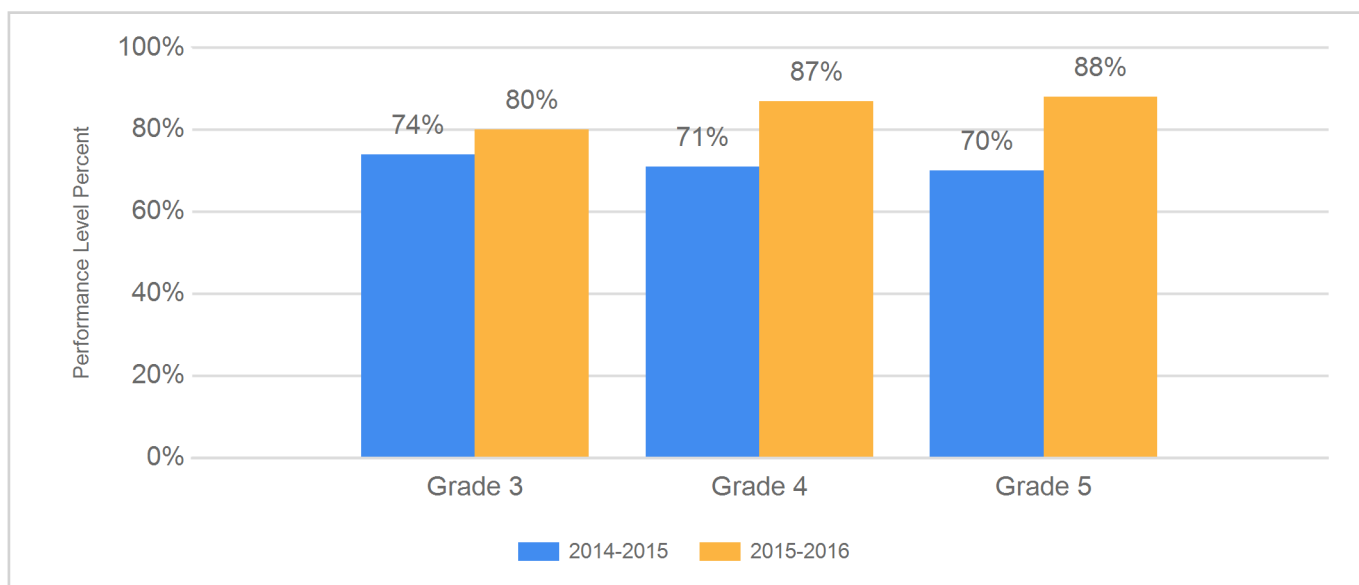
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

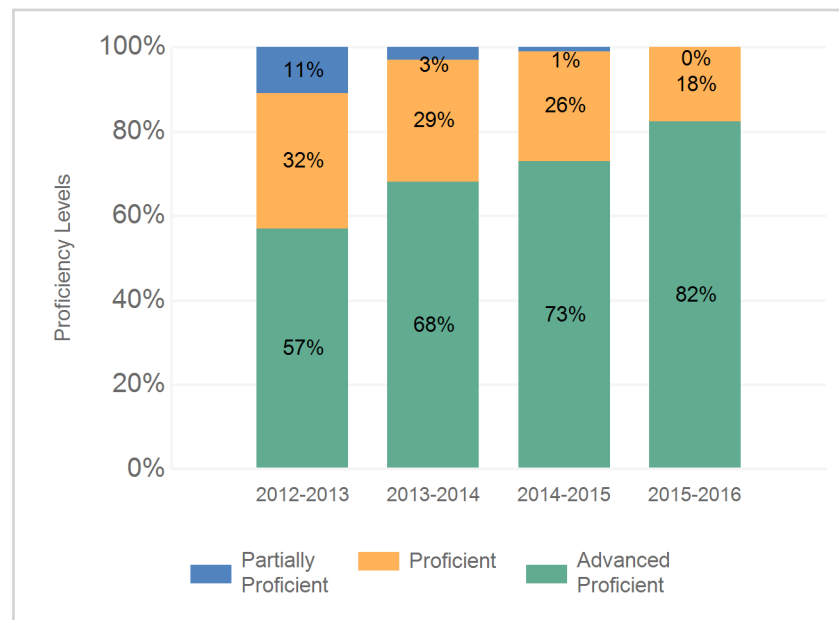
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	82%	18%	N
White	81%	19%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	89%	11%	N
Two or More Races	S	S	S
Students with Disability	64%	36%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	N	N	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	53	50
Student Growth on Math	77	65	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	7%	1%	1%
Met (L4)	19%	22%	19%
Exceeded (L5)	1%	4%	22%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	2%	0%	0%
Approached (L3)	3%	5%	1%
Met (L4)	7%	15%	38%
Exceeded (L5)	0%	4%	24%



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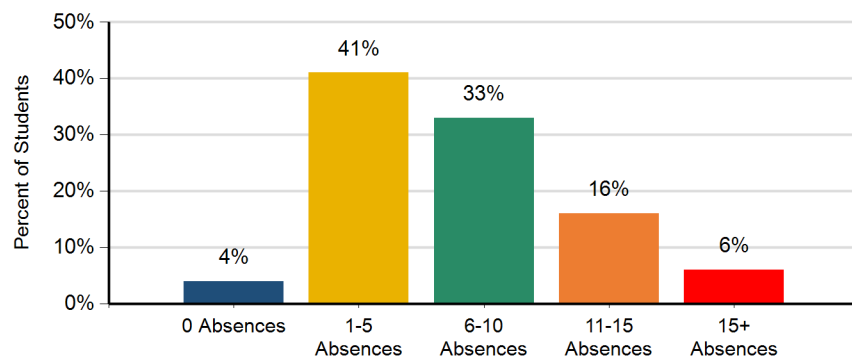
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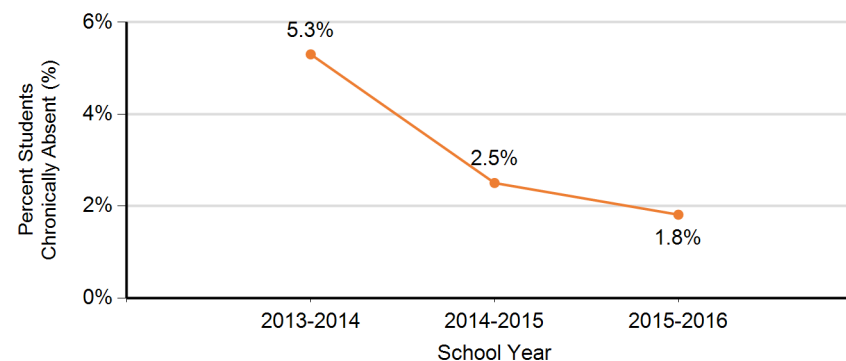
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	387:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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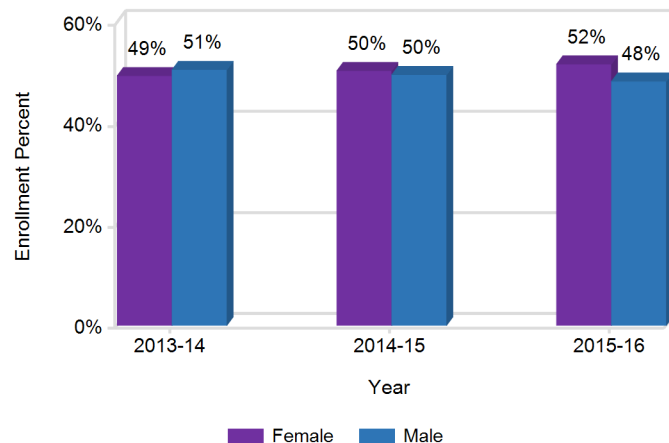
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Grade 05	67	77	77
UG	0	0	0
Total	395	405	402

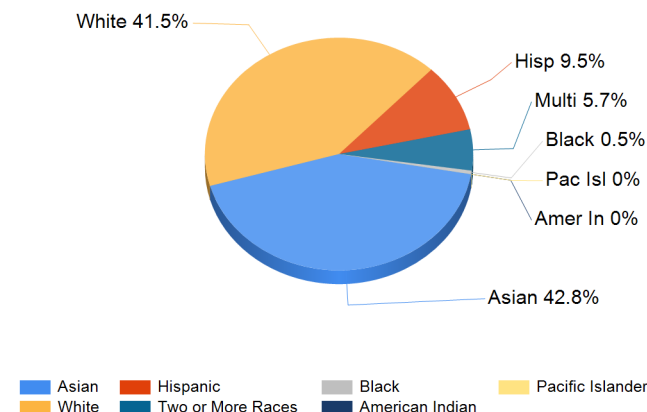
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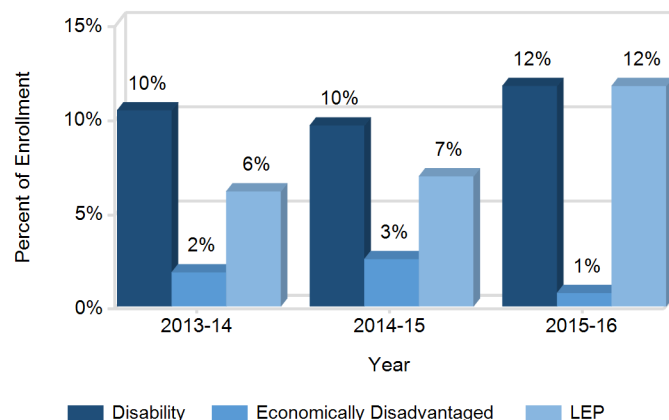
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Enrollment Trends by Special Population

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Language Diversity

This table presents the main languages primarily spoken by students in their home.

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Hebrew	12.9%
Chinese	5.7%
Spanish	3.2%
Other	7.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	84%	80	96
Mathematics Met or Exceeded Expectations	75%	20	90

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	204	84%	96	98%	✓	205	75%	90	98%	✓
White	88	78%	84	97%	✓	88	68%	78	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	87	91%	71	100%	✓	88	84%	60	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-080

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TENAFLY, NJ 07670

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	780	775	746	1%	4%	16%	53%	26%	79%	48%
White	32	769	769	756	3%	9%	19%	50%	19%	69%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	747	730	S	S	S	S	S	S	31%
Asian	30	793	793	772	N	N	10%	57%	33%	90%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	777	753	S	S	S	S	S	S	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	S	S	740	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	70	776	774	749	1%	1%	21%	34%	41%	76%	52%
White	32	768	768	757	3%	N	25%	38%	34%	72%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	756	736	S	S	S	S	S	S	35%
Asian	30	786	789	777	N	N	17%	30%	53%	83%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	781	754	S	S	S	S	S	S	57%
Students with Disability	S	S	753	727	S	S	S	S	S	S	28%
English Language Learners	S	S	771	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	770	774	750	5%	3%	10%	63%	19%	82%	54%
White	24	767	772	759	4%	4%	13%	63%	17%	79%	64%
African American	S	S	773	733	S	S	S	S	S	S	33%
Hispanic	S	S	758	737	S	S	S	S	S	S	37%
Asian	29	773	780	773	3%	N	10%	66%	21%	86%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	780	756	S	S	S	S	S	S	62%
Students with Disability	S	S	748	723	S	S	S	S	S	S	22%
English Language Learners	S	S	760	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	72	766	769	745	1%	4%	18%	61%	15%	76%	47%
White	26	755	764	752	N	4%	35%	58%	4%	62%	57%
African American	S	S	760	727	S	S	S	S	S	S	24%
Hispanic	S	S	745	733	S	S	S	S	S	S	30%
Asian	32	776	781	771	N	3%	9%	63%	25%	88%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	780	750	S	S	S	S	S	S	54%
Students with Disability	S	S	742	724	S	S	S	S	S	S	22%
English Language Learners	S	S	772	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	733	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	779	776	751	1%	4%	7%	66%	22%	88%	53%
White	35	777	775	758	N	6%	9%	69%	17%	86%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	768	738	S	S	S	S	S	S	37%
Asian	31	780	783	773	3%	3%	N	65%	29%	94%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	11	746	746	723	9%	27%	9%	46%	9%	55%	20%
English Language Learners	S	S	760	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	78	770	774	747	N	4%	24%	47%	24%	72%	47%
White	36	767	771	753	N	6%	22%	58%	14%	72%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	759	735	S	S	S	S	S	S	31%
Asian	32	780	786	774	N	3%	16%	41%	41%	81%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	11	754	746	725	N	18%	36%	27%	18%	46%	19%
English Language Learners	S	S	762	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	755	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



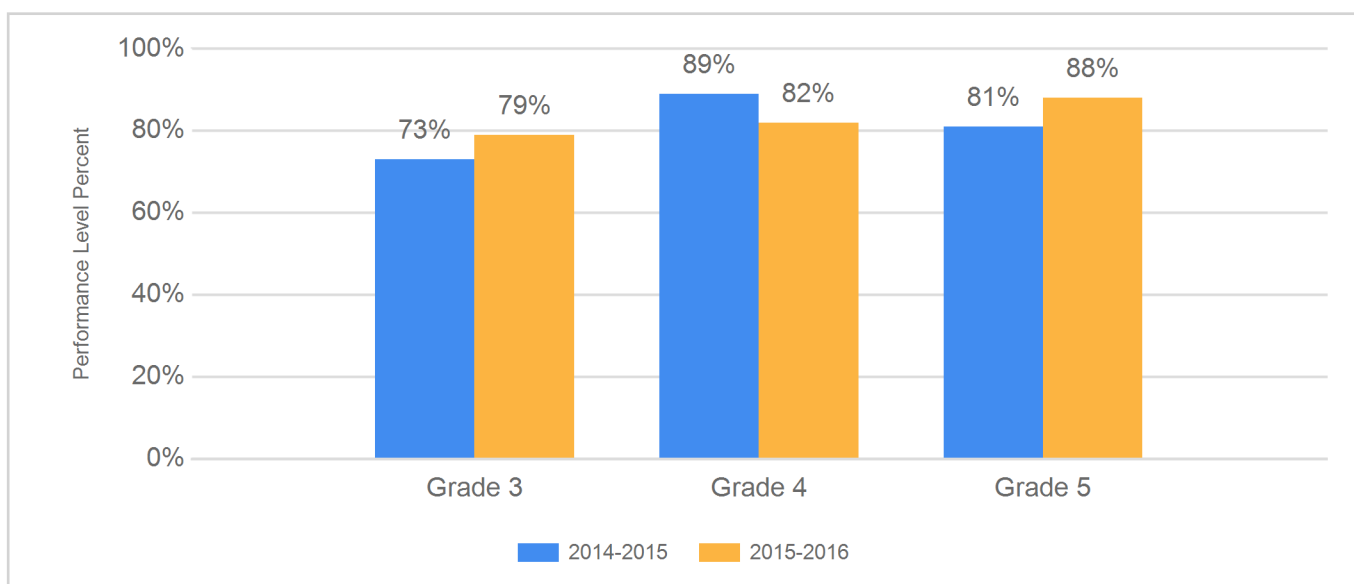
State of New Jersey
2015-2016

Grade Span KF-05

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





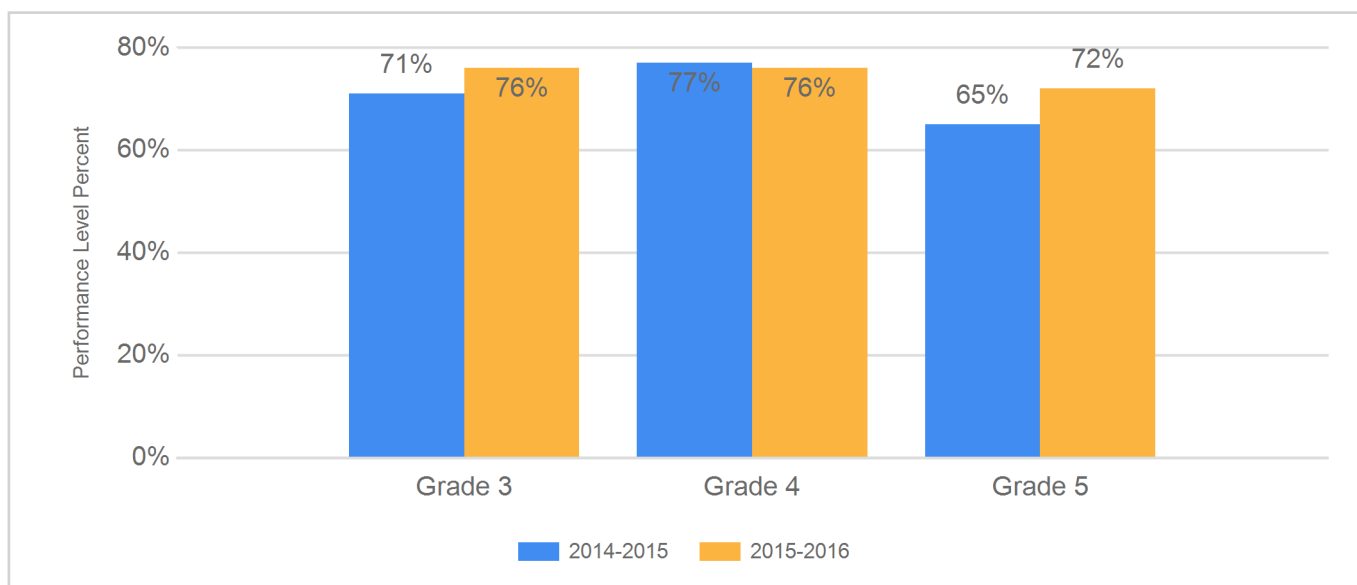
State of New Jersey
2015-2016

Grade Span KF-05

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-080

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

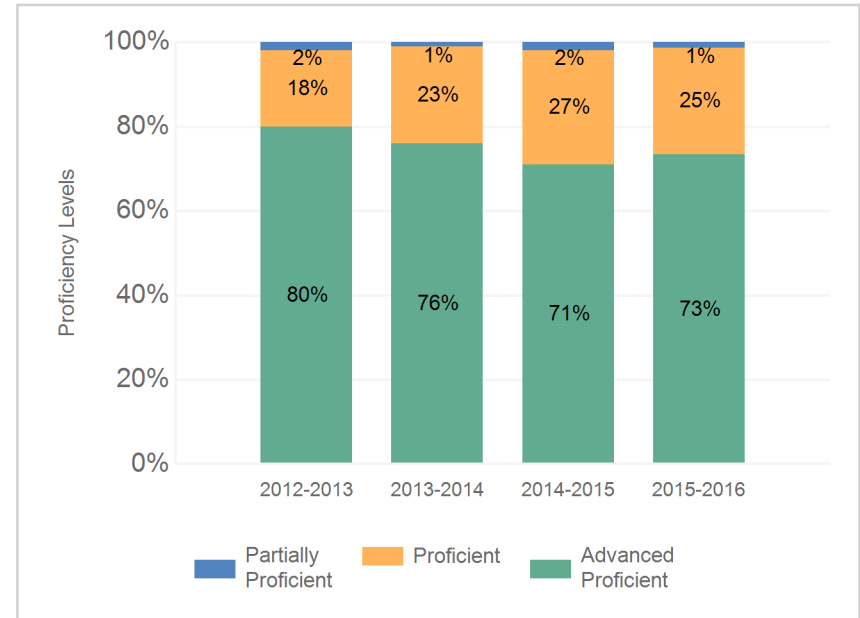
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	73%	25%	1%
White	65%	35%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	74%	26%	N
Two or More Races	82%	9%	9%
Students with Disability	S	S	S
English Language Learners	27%	64%	9%
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-080
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-080
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	53	50
Student Growth on Math	55	65	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	4%	3%	1%
Met (L4)	18%	25%	22%
Exceeded (L5)	1%	5%	18%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	2%	0%
Approached (L3)	7%	8%	5%
Met (L4)	19%	20%	17%
Exceeded (L5)	1%	5%	15%



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-080

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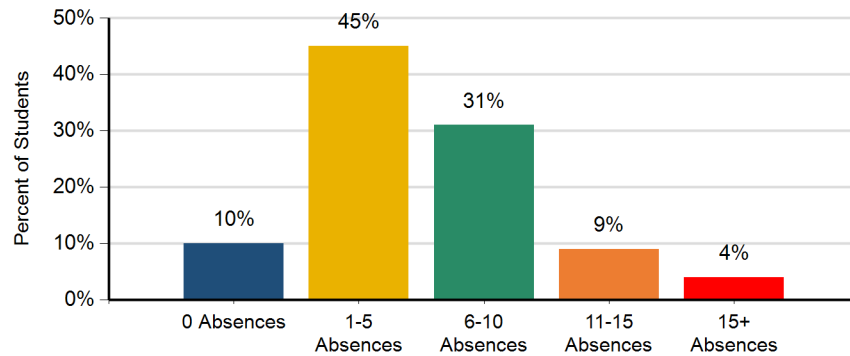
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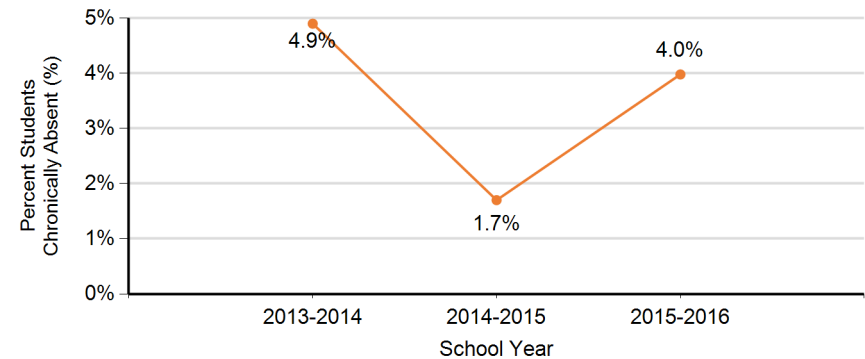
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-080
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TENAFLY, NJ 07670

Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	402:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span KF-05

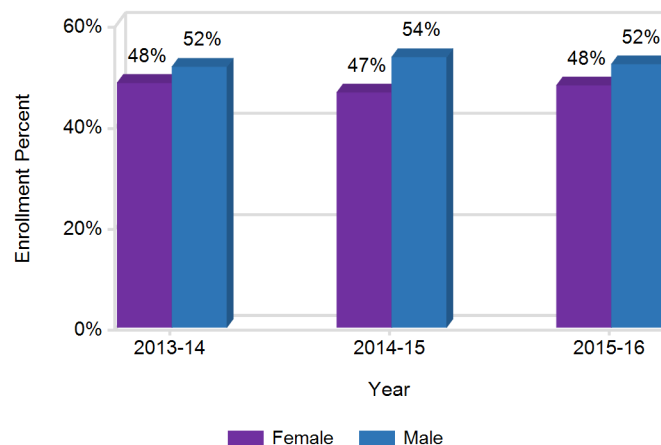
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	55	55	55
Grade 01	65	66	65
Grade 02	66	65	66
Grade 03	72	59	65
Grade 04	72	74	67
Grade 05	71	75	74
UG	8	4	11
Total	409	398	403

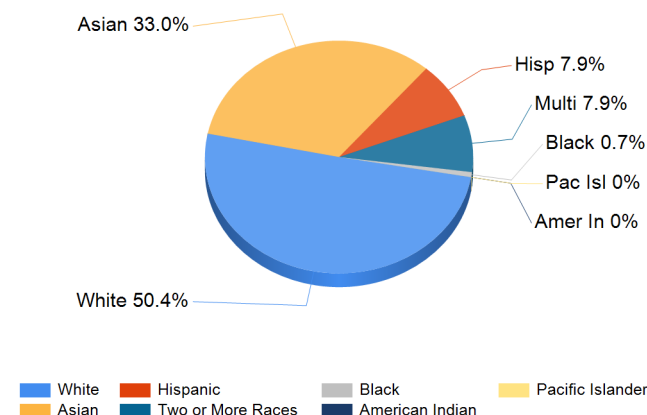
Enrollment by Gender

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



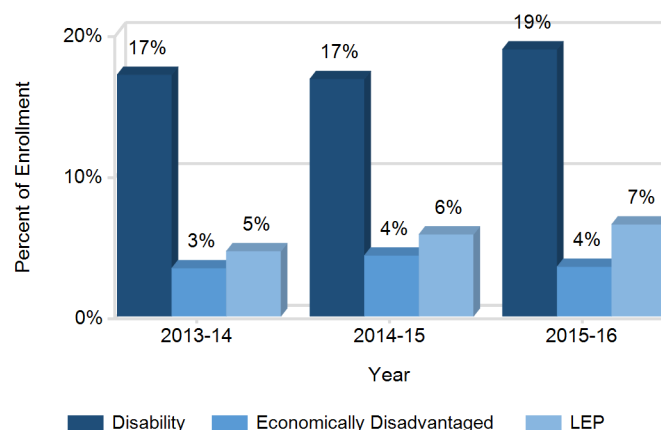
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.7%
Korean	12.7%
Spanish	4.5%
Hebrew	2.7%
Chinese	2.0%
Other	2.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	79%	20	92
Mathematics Met or Exceeded Expectations	79%	60	95

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	191	79%	92	99%	✓	190	79%	95	98%	✓
White	104	76%	80	99%	✓	102	77%	86	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	55	91%	73	100%	✓	56	97%	78	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	38	50%	94	95%	✓	37	32%	77	93%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	776	775	746	5%	5%	11%	59%	22%	80%	48%
White	29	776	769	756	N	3%	17%	62%	17%	79%	58%
African American	S	S	763	727	S	S	S	S	S	S	30%
Hispanic	S	S	747	730	S	S	S	S	S	S	31%
Asian	19	795	793	772	N	N	N	68%	32%	100%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	777	753	S	S	S	S	S	S	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	732	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	66	775	774	749	3%	5%	6%	58%	29%	86%	52%
White	29	773	768	757	N	N	10%	69%	21%	90%	63%
African American	S	S	745	730	S	S	S	S	S	S	31%
Hispanic	S	S	756	736	S	S	S	S	S	S	35%
Asian	20	788	789	777	N	N	N	60%	40%	100%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	781	754	S	S	S	S	S	S	57%
Students with Disability	S	S	753	727	S	S	S	S	S	S	28%
English Language Learners	S	S	771	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	733	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	769	774	750	3%	2%	15%	57%	24%	81%	54%
White	42	765	772	759	5%	2%	19%	52%	21%	74%	64%
African American	S	S	773	733	S	S	S	S	S	S	33%
Hispanic	S	S	758	737	S	S	S	S	S	S	37%
Asian	18	778	780	773	N	N	N	72%	28%	100%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	780	756	S	S	S	S	S	S	62%
Students with Disability	19	747	748	723	11%	5%	32%	47%	5%	53%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	751	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	69	766	769	745	3%	9%	17%	51%	20%	71%	47%
White	42	761	764	752	5%	7%	21%	52%	14%	67%	57%
African American	S	S	760	727	S	S	S	S	S	S	24%
Hispanic	S	S	745	733	S	S	S	S	S	S	30%
Asian	19	785	781	771	N	5%	N	58%	37%	95%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	780	750	S	S	S	S	S	S	54%
Students with Disability	19	735	742	724	11%	21%	37%	32%	N	32%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	733	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	767	776	751	3%	6%	15%	60%	17%	76%	53%
White	40	765	775	758	5%	5%	15%	60%	15%	75%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	768	738	S	S	S	S	S	S	37%
Asian	22	772	783	773	N	5%	18%	55%	23%	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	S	S	746	723	S	S	S	S	S	S	20%
English Language Learners	S	S	760	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	73	770	774	747	N	6%	15%	53%	26%	80%	47%
White	40	765	771	753	N	5%	20%	55%	20%	75%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	759	735	S	S	S	S	S	S	31%
Asian	23	784	786	774	N	N	9%	48%	44%	91%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	S	S	762	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	755	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

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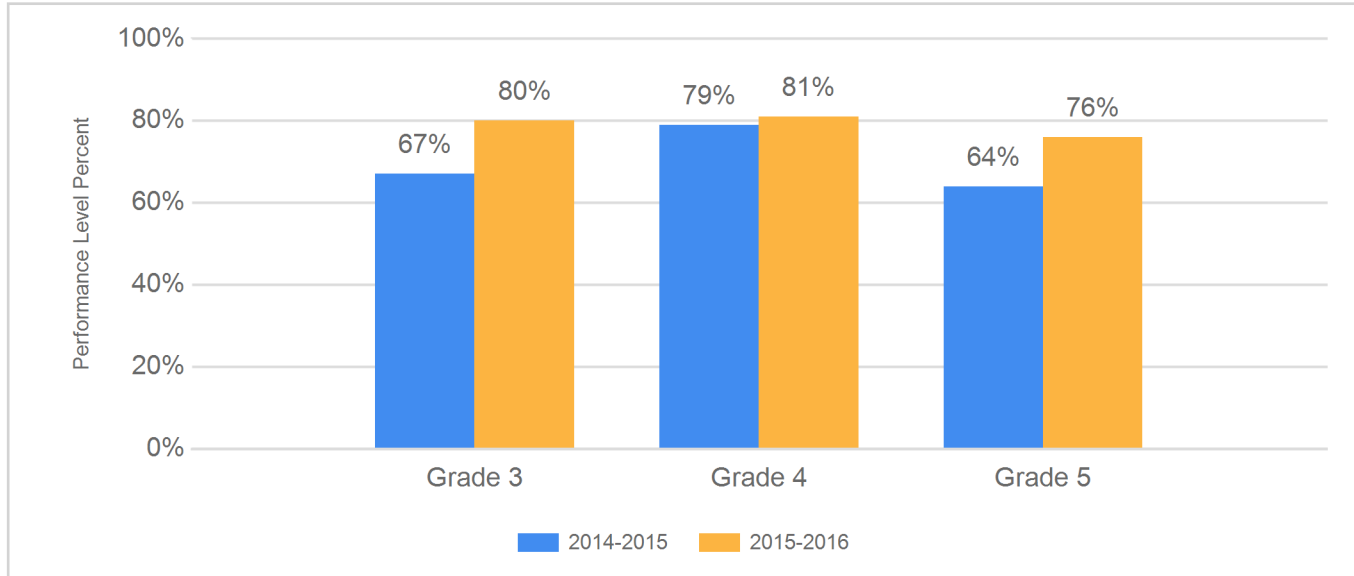
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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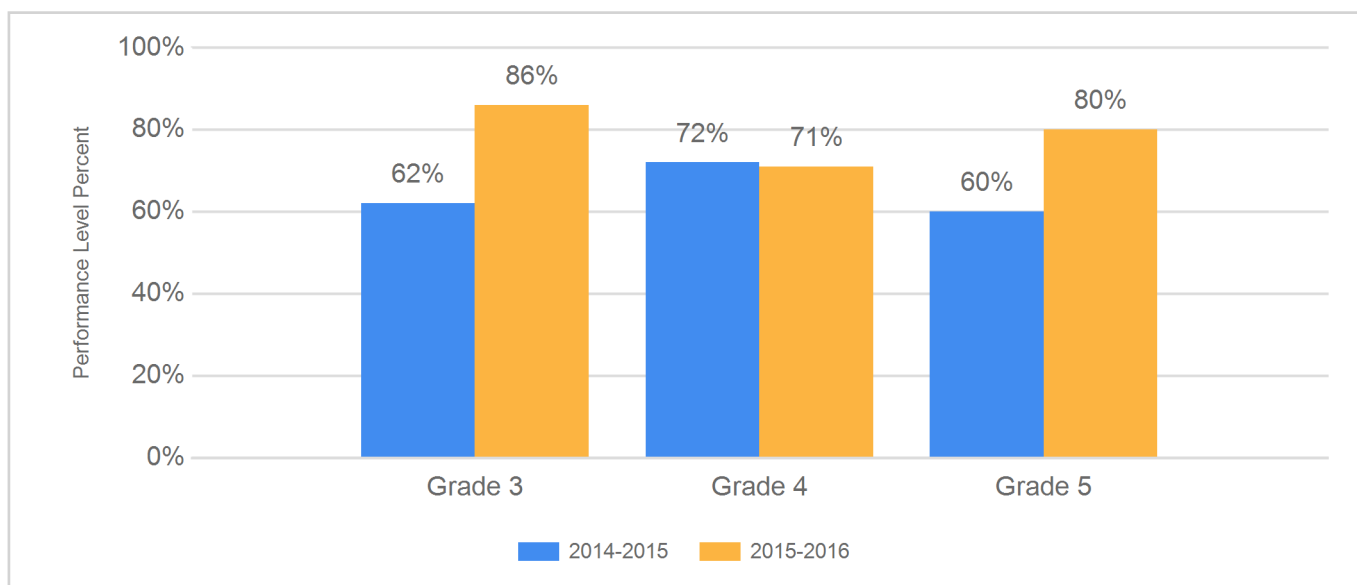
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

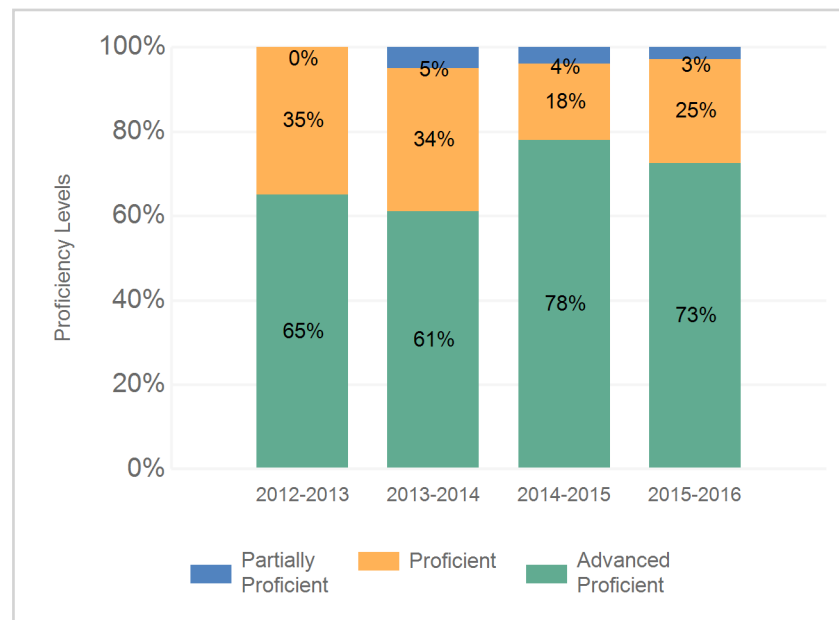
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	73%	25%	3%
White	64%	31%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	89%	11%	N
Two or More Races	S	S	S
Students with Disability	50%	44%	6%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	53	50
Student Growth on Math	64	65	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	2%	2%	0%
Approached (L3)	10%	3%	2%
Met (L4)	21%	20%	18%
Exceeded (L5)	1%	3%	16%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	5%	2%	0%
Approached (L3)	5%	4%	7%
Met (L4)	13%	16%	26%
Exceeded (L5)	0%	5%	17%



State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090

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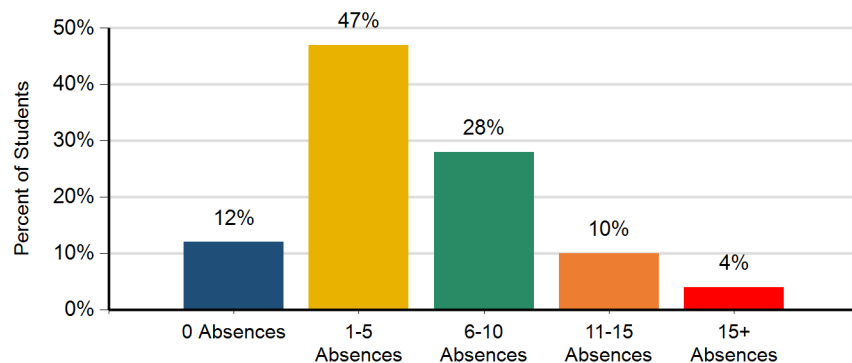
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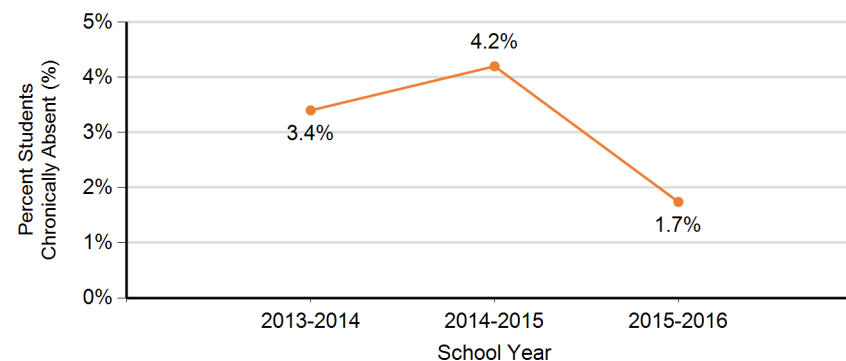
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-05

03-5160-090
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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	403:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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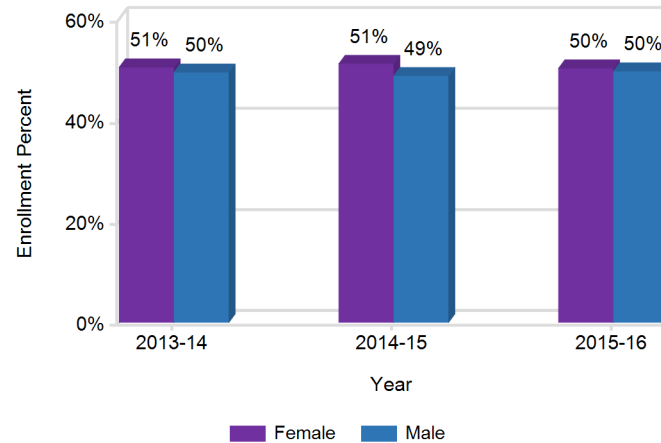
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	276	286	275
Grade 10	307	282	290
Grade 11	291	297	276
Grade 12	282	290	301
UG	4	3	2
Total	1160	1158	1144

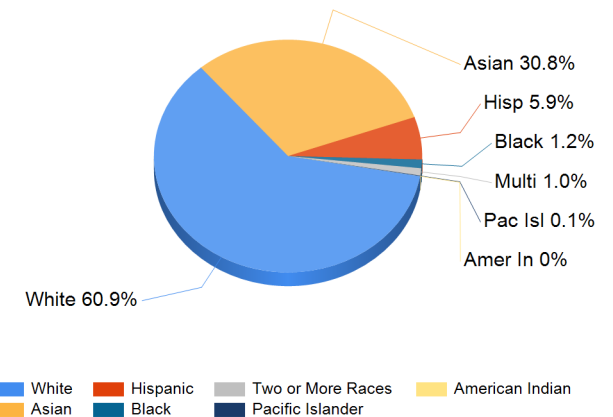
Enrollment by Gender

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



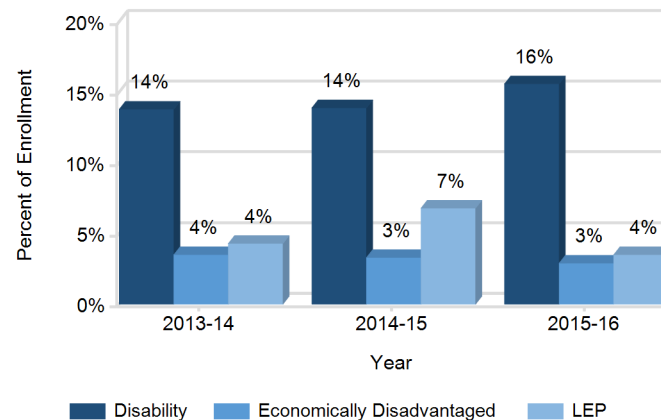
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	63.8%
Korean	15.9%
Hebrew	7.4%
Chinese	4.1%
Spanish	2.5%
Other	6.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	S	65
Mathematics Met or Exceeded Expectations	63%	S	96

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	509	60%	65	93%	✓	500	63%	96	94%	✓
White	315	58%	48	92%	X	312	59%	89	93%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	161	66%	33	96%	✓	156	76%	84	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	83	36%	95	85%	X	77	27%	98	86%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	268	769	769	746	3%	6%	18%	44%	29%	73%	49%
White	162	769	769	754	3%	6%	20%	44%	27%	71%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	14	746	746	730	21%	21%	N	43%	14%	57%	34%
Asian	85	774	774	774	2%	5%	15%	44%	34%	78%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	46	747	747	713	7%	11%	33%	48%	2%	50%	12%
English Language Learners	15	736	736	693	7%	20%	33%	40%	N	40%	4%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	269	745	745	740	18%	13%	21%	33%	15%	48%	44%
White	163	744	744	747	19%	12%	23%	30%	15%	45%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	12	737	737	726	25%	17%	25%	25%	8%	33%	33%
Asian	90	750	750	767	13%	16%	17%	39%	16%	54%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	37	727	727	702	24%	30%	22%	14%	11%	24%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	12	752	752	723	8%	17%	17%	50%	8%	58%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	144	716	716	736	33%	27%	23%	15%	1%	17%	40%
White	79	713	713	739	35%	29%	20%	14%	1%	15%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	16	711	711	732	50%	6%	19%	25%	N	25%	37%
Asian	45	722	722	753	22%	31%	31%	13%	2%	16%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



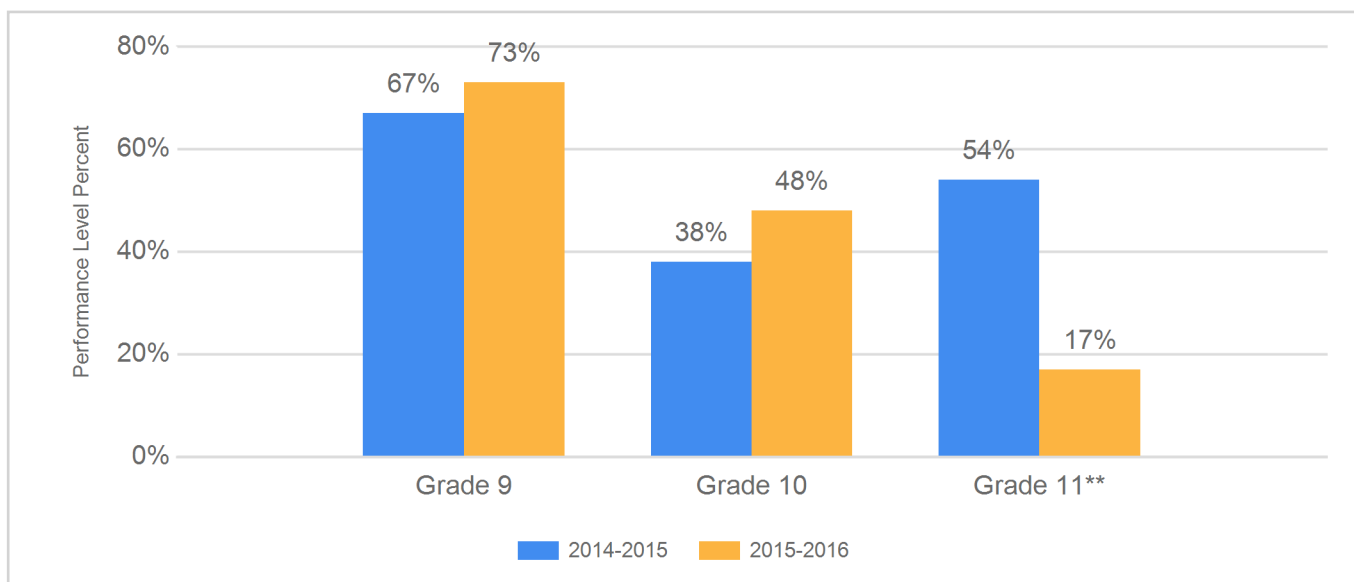
State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**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.



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

BERGEN

TENAFLY BORO

TENAFLY HIGH SCHOOL

19 COLUMBUS DRIVE

TENAFLY, NJ 07670

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	737	737	727	10%	19%	34%	37%	N	37%	41%
White	51	735	735	734	12%	18%	35%	35%	N	35%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	17	751	751	746	N	18%	29%	53%	N	53%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	43	730	730	708	16%	21%	35%	28%	N	28%	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	272	756	756	730	2%	10%	22%	52%	14%	66%	27%
White	174	753	753	736	2%	13%	25%	49%	11%	60%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	79	765	765	750	N	4%	13%	63%	20%	84%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	35	735	735	709	N	40%	34%	23%	3%	26%	5%
English Language Learners	16	771	771	710	N	N	N	75%	25%	100%	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	237	750	750	722	12%	14%	16%	53%	6%	59%	27%
White	131	748	748	728	11%	16%	15%	53%	5%	58%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	86	762	762	754	7%	8%	17%	59%	8%	67%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	23	699	699	690	52%	22%	9%	17%	N	17%	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



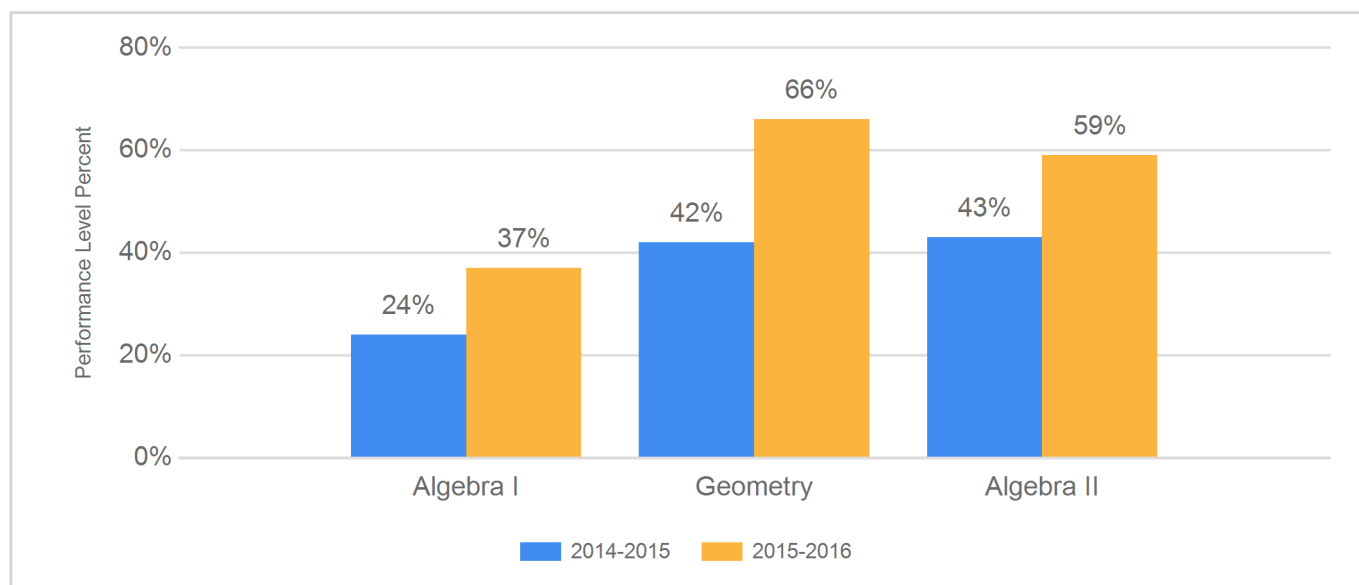
State of New Jersey
2015-2016

Grade Span 09-12

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050
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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

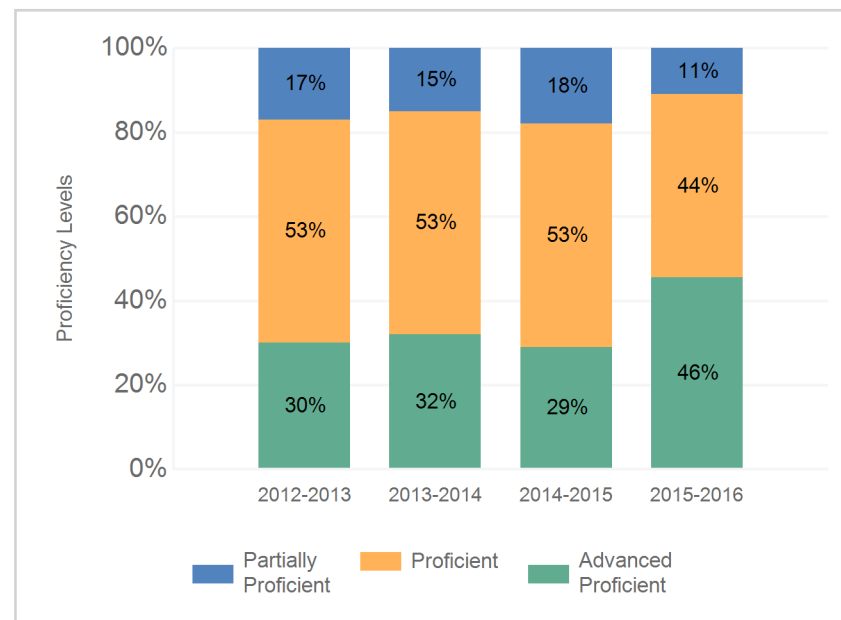
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	46%	44%	11%
White	40%	49%	11%
African American	S	S	S
Hispanic	31%	39%	31%
American Indian	N	N	N
Asian	60%	34%	6%
Two or More Races	S	S	S
Students with Disability	6%	56%	38%
English Language Learners	39%	39%	23%
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	99.6%	95.5%
Percent of Students Participating in SAT	41.6%	58.0%
Percent of Students Participating in ACT	51.5%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	95%	71%
Math	530	93%	53%
ACT	-	-	-
Reading	22	81%	58%
English	18	94%	74%
Math	22	87%	61%
Science	23	78%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1119	950
SAT	-	-
Reading and Writing	645	537
Math	662	538
ACT	-	-
Reading	28	23
English	27	22
Math	28	23
Science	26	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

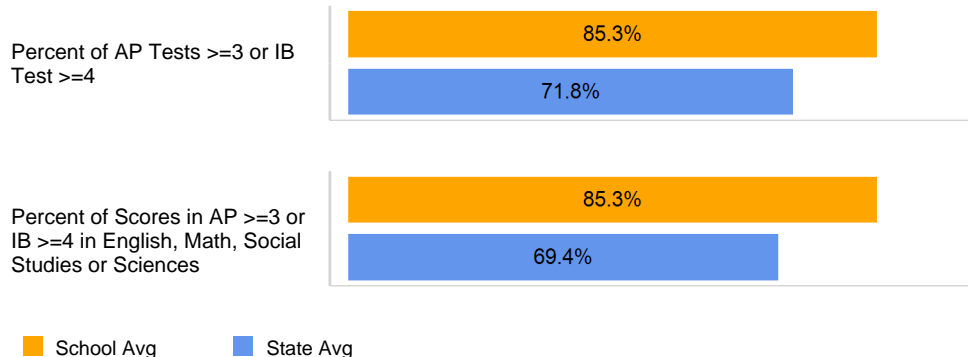
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1240	1110	1000
SAT	-	-	-
Reading and Writing	710	660	590
Math	740	670	590
ACT	-	-	-
Reading	33	29	23
English	32	27	23
Math	31	28	25
Science	30	26	24

State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	62.9%	39.1%
One of More Test	67.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	60.3%	26.6%
Participating in Dual Enrollment	33.4%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	2
AP Biology	62	59
AP Calculus AB	78	77
AP Calculus BC	31	31
AP Chemistry	58	56
AP Chinese Language and Culture	11	13
AP Computer Science A	4	3
AP English Language and Composition	106	106
AP English Literature and Composition	103	102
AP Environmental Science	38	38
AP European History	14	13
AP French Language	18	18
AP German Language	0	1
AP Japanese Language and Culture	0	3
AP Macroeconomics	21	22
AP Microeconomics	21	5
AP Music Theory	5	6
AP Physics C: Electricity and Magnetism	28	25
AP Physics C: Mechanics	26	26
AP Psychology	4	3
AP Spanish Language	20	20
AP Statistics	45	43
AP Studio Art—General Portfolio	0	1
AP Studio Art—Two-Dimensional	7	6
AP U.S. Government and Politics	31	30



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	39	38
AP World History	0	27
Student AP Tests ≥ 3 and IB Tests ≥ 4		330



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050
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19 COLUMBUS DRIVE
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



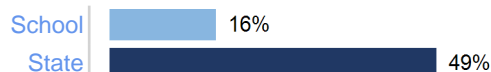
DRAMA



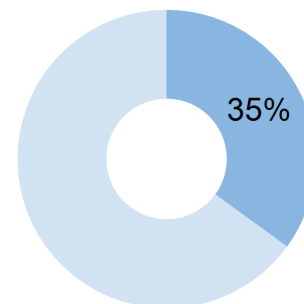
DANCE



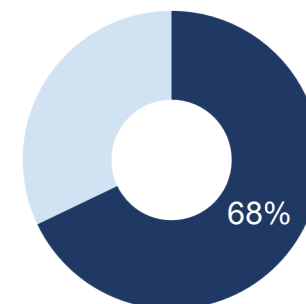
VISUAL ARTS



Any Visual and Performing Arts



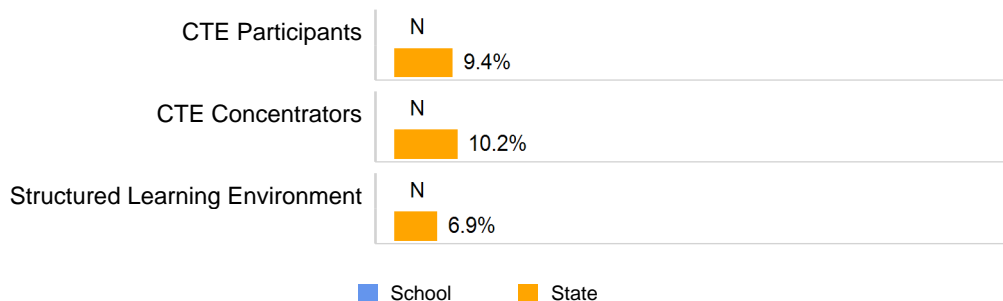
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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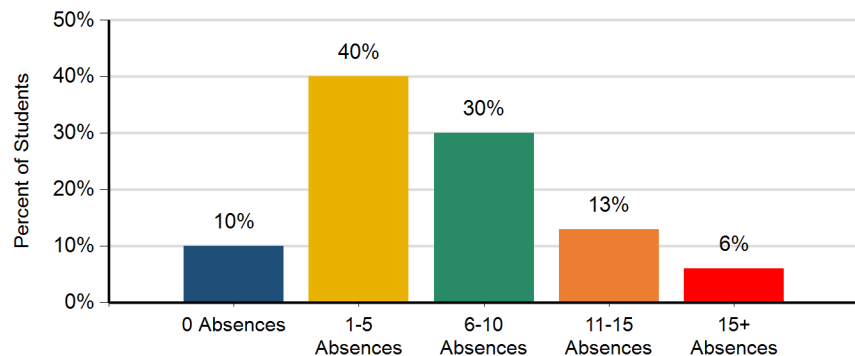
TENAFLY HIGH SCHOOL

19 COLUMBUS DRIVE

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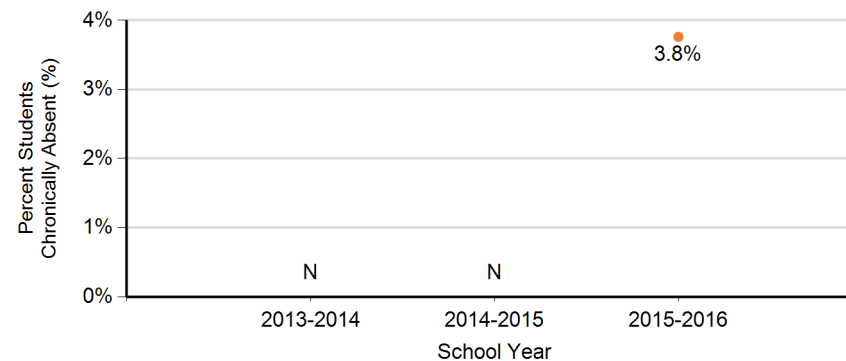
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

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TENAFLY HIGH SCHOOL

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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98.4%	94	81%
White	98.4%	80	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	98.9%	36	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	95.8%	90	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

03-5160-050

BERGEN

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TENAFLY HIGH SCHOOL

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	97%	99%
2014	98%	99%
2015	97%	98%
2016	98%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.3%	3.7%	96.3%
White	87.1%	2.6%	97.4%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	80.0%	4.4%	95.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

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

Length of School Day

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

	School
2015-16	7 Hrs. 9 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	286:1

Student Suspension Rate

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

	School
2015-16	1.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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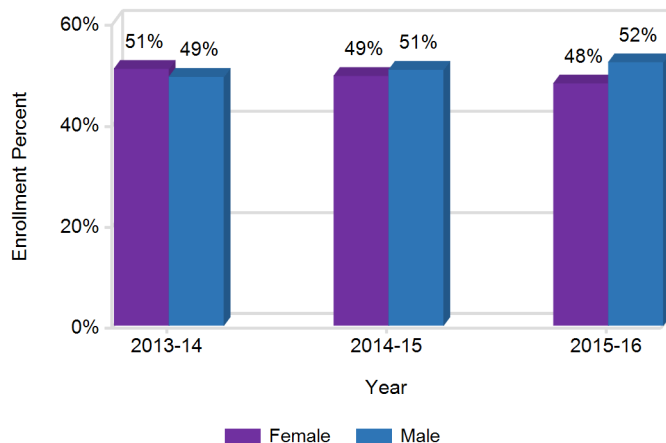
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	283	276	301
Grade 07	270	289	291
Grade 08	294	275	303
UG	8	4	5
Total	855	844	900

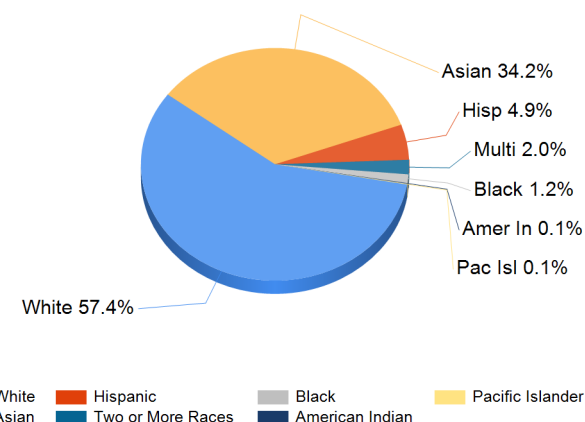
Enrollment by Gender

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



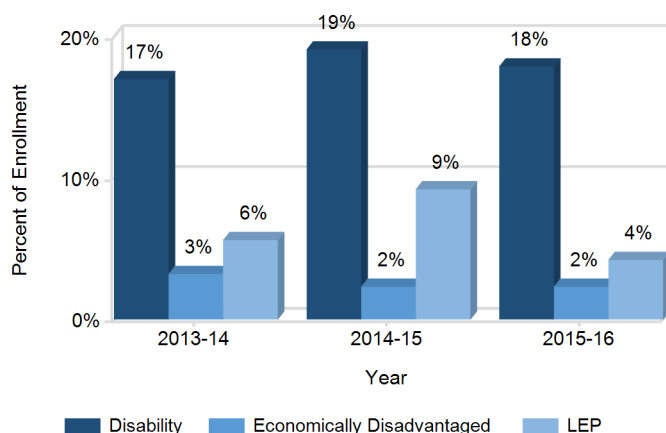
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	67.0%
Korean	13.3%
Hebrew	9.1%
Chinese	3.1%
Japanese	1.8%
Other	5.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	60	95
Mathematics Met or Exceeded Expectations	76%	40	91

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	812	82%	95	96%	✓	820	76%	91	96%	✓
White	476	79%	86	95%	✓	475	69%	78	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	42	62%	83	96%	✓	42	52%	81	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	267	91%	72	98%	✓	276	90%	68	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	157	45%	92	94%	✓	156	41%	89	94%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	285	774	774	750	1%	4%	12%	53%	30%	83%	52%
White	152	771	771	756	3%	5%	10%	57%	25%	82%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	18	756	756	738	N	11%	28%	56%	6%	61%	37%
Asian	103	782	782	772	N	N	13%	50%	38%	87%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	47	743	743	719	9%	19%	21%	47%	4%	51%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	278	773	773	743	N	4%	15%	51%	30%	81%	43%
White	150	767	767	750	N	6%	15%	59%	21%	79%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	18	754	754	730	N	6%	39%	50%	6%	56%	26%
Asian	99	784	784	768	N	1%	11%	38%	50%	88%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	46	751	751	717	N	20%	26%	44%	11%	54%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	S	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	274	785	785	753	1%	3%	8%	36%	52%	88%	56%
White	157	780	780	760	1%	5%	9%	41%	45%	86%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	100	796	796	781	N	1%	4%	27%	68%	95%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	49	754	754	716	4%	14%	31%	31%	20%	51%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	11	770	770	735	N	9%	18%	18%	55%	73%	37%
PARCC MATH											
Schoolwide	201	762	762	740	1%	9%	17%	60%	14%	74%	39%
White	130	759	759	747	N	12%	19%	59%	10%	69%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	58	772	772	763	N	2%	9%	64%	26%	90%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	47	743	743	713	2%	30%	28%	34%	6%	40%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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TENAFLY BORO

TENAFLY MIDDLE SCHOOL

10 SUNSET LANE

TENAFLY, NJ 07670

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	283	770	770	753	1%	5%	18%	57%	19%	76%	55%
White	174	765	765	759	1%	5%	24%	55%	16%	70%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	17	764	764	740	N	12%	18%	65%	6%	71%	43%
Asian	84	783	783	780	1%	2%	6%	58%	32%	91%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	59	744	744	715	5%	20%	37%	32%	5%	37%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	138	766	766	726	5%	15%	21%	36%	24%	59%	26%
White	84	756	756	732	4%	19%	27%	37%	13%	50%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	43	791	791	745	5%	7%	7%	30%	51%	81%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	38	733	733	704	11%	37%	29%	16%	8%	24%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



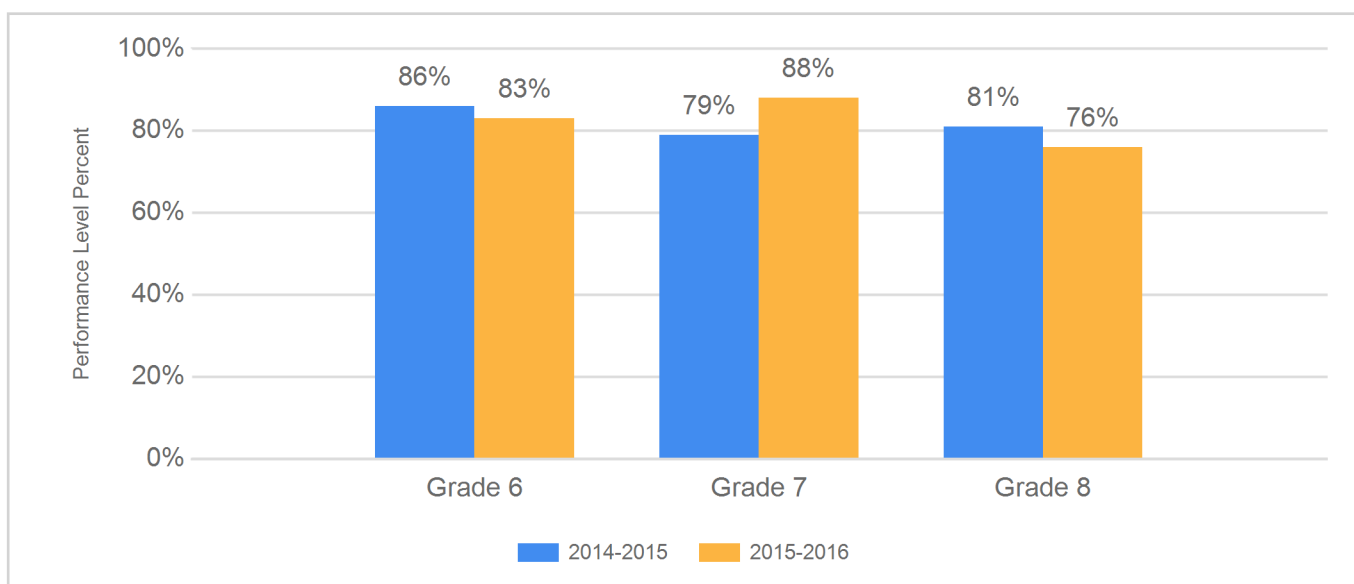
State of New Jersey
2015-2016

Grade Span 06-08

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	231	769	769	769	N	4%	19%	68%	10%	78%	41%
White	124	760	760	772	N	6%	26%	66%	2%	69%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	89	783	783	789	N	1%	9%	67%	23%	90%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	23	752	752	738	N	13%	35%	52%	N	52%	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	802	802	776	N	N	N	13%	87%	100%	27%
White	S	S	S	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	12	803	803	785	N	N	N	17%	83%	100%	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	S	778	S	S	S	S	S	S	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	789	S	S	S	S	S	S	27%
White	N	N	N	776	N	N	N	N	N	N	31%
African American	N	N	N	746	N	N	N	N	N	N	8%
Hispanic	N	N	N	782	N	N	N	N	N	N	12%
Asian	S	S	S	802	S	S	S	S	S	S	60%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	34%
Students with Disability	N	N	N	791	N	N	N	N	N	N	5%
English Language Learners	N	N	N	790	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



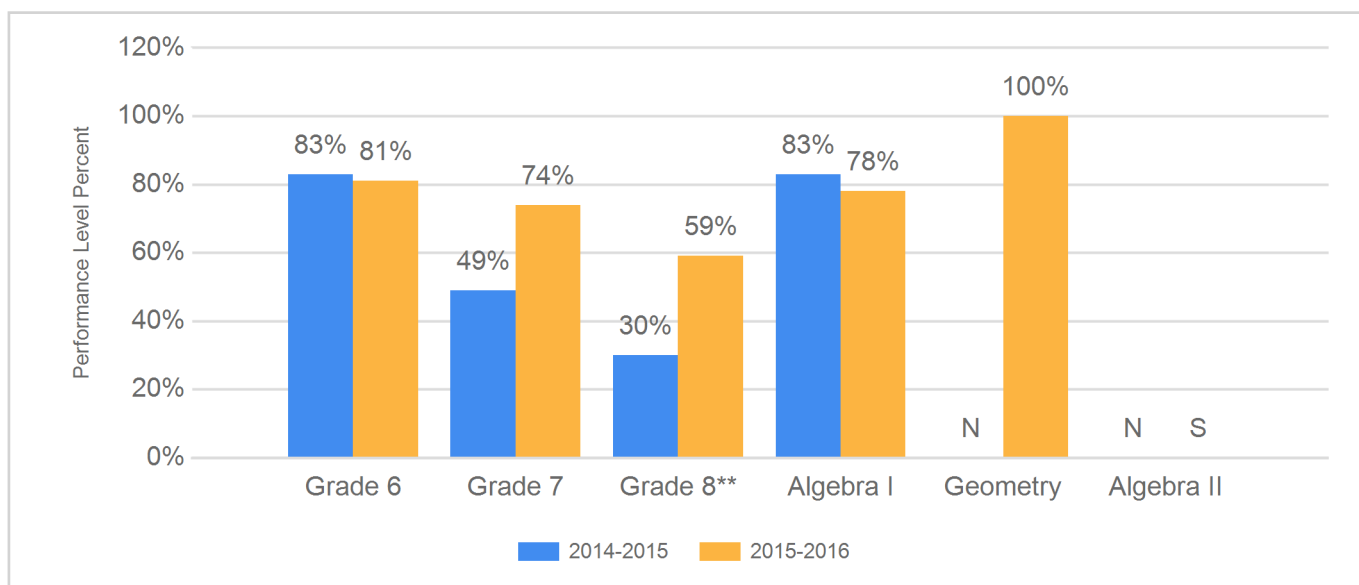
State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

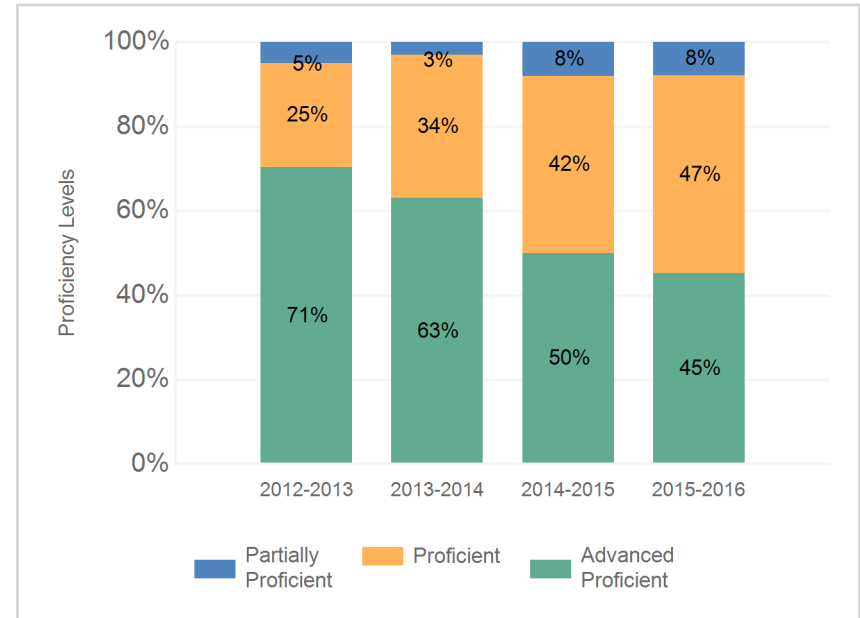
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	45%	47%	8%
White	40%	51%	9%
African American	S	S	S
Hispanic	29%	71%	N
American Indian	N	N	N
Asian	64%	35%	1%
Two or More Races	18%	27%	55%
Students with Disability	31%	53%	16%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	53	50
Student Growth on Math	63	65	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	7%	3%	1%
Met (L4)	20%	16%	13%
Exceeded (L5)	4%	12%	19%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	5%	2%	1%
Approached (L3)	7%	6%	6%
Met (L4)	13%	15%	25%
Exceeded (L5)	0%	5%	16%



State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095

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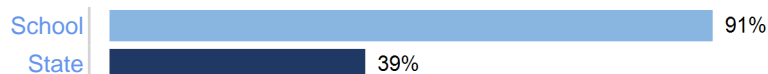
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



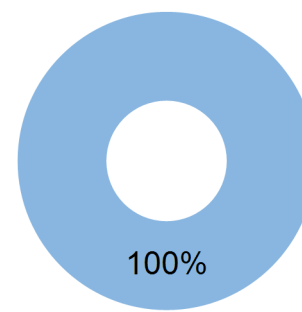
DANCE



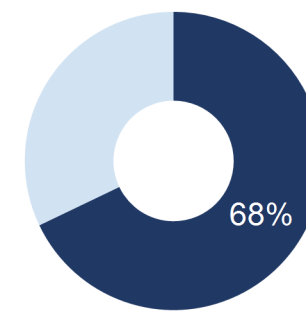
VISUAL ARTS



Any Visual and Performing Arts



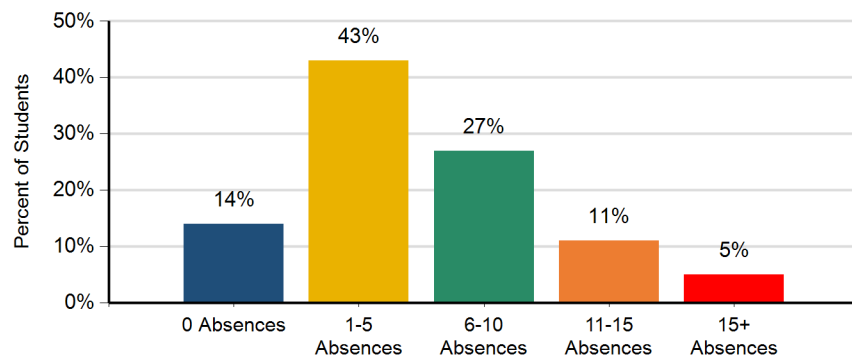
School



State

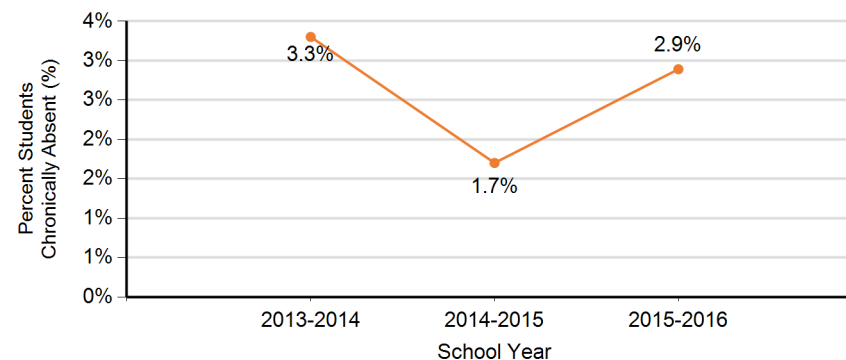
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

03-5160-095
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TENAFLY MIDDLE SCHOOL
10 SUNSET LANE
TENAFLY, NJ 07670

Length of School Day

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

	School
2015-16	6 Hrs. 37 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 52 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	300:1

Student Suspension Rate

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

	School
2015-16	0.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100
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TENAFLY, NJ 07670

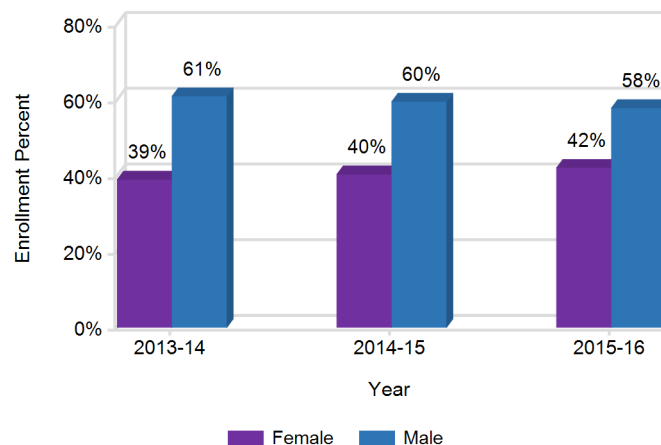
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	2	2	6
Grade KG	49	43	39
Grade 01	57	56	55
Grade 02	61	62	67
Grade 03	72	65	63
Grade 04	75	75	64
Grade 05	67	75	77
UG	12	25	26
Total	395	403	397

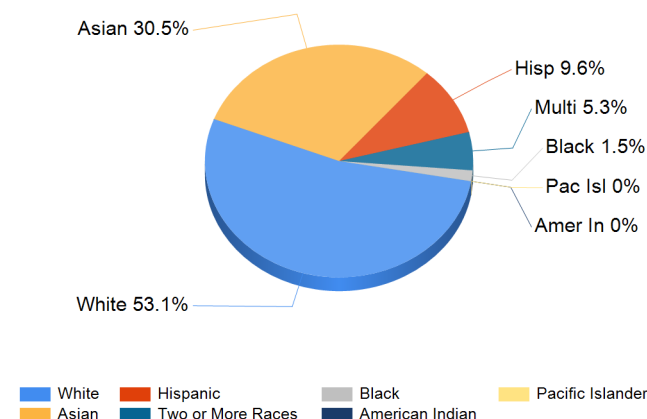
Enrollment by Gender

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



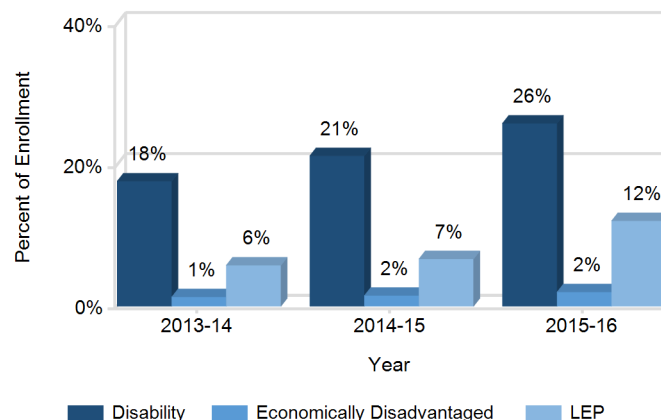
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	53.4%
Hebrew	14.6%
Korean	11.8%
Spanish	6.5%
Chinese	4.8%
Other	9.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	85%	100	96
Mathematics Met or Exceeded Expectations	85%	80	98

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	187	85%	96	98%	✓	188	85%	98	97%	✓
White	102	86%	92	97%	✓	103	86%	93	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	51	90%	71	98%	✓	51	94%	77	95%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	39	46%	92	96%	✓	39	51%	95	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 3H-05

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	770	775	746	2%	3%	20%	62%	13%	75%	48%
White	29	765	769	756	3%	N	21%	66%	10%	76%	58%
African American	S	S	763	727	S	S	S	S	S	S	30%
Hispanic	S	S	747	730	S	S	S	S	S	S	31%
Asian	18	789	793	772	N	6%	11%	61%	22%	83%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	777	753	S	S	S	S	S	S	55%
Students with Disability	14	744	744	718	N	7%	64%	21%	7%	29%	22%
English Language Learners	S	S	740	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	732	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	62	772	774	749	N	5%	10%	66%	19%	86%	52%
White	29	766	768	757	N	7%	3%	76%	14%	90%	63%
African American	S	S	745	730	S	S	S	S	S	S	31%
Hispanic	S	S	756	736	S	S	S	S	S	S	35%
Asian	18	789	789	777	N	N	11%	50%	39%	89%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	781	754	S	S	S	S	S	S	57%
Students with Disability	14	752	753	727	N	14%	36%	43%	7%	50%	28%
English Language Learners	S	S	771	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	733	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	780	774	750	N	3%	10%	45%	42%	87%	54%
White	33	780	772	759	N	3%	6%	49%	42%	91%	64%
African American	S	S	773	733	S	S	S	S	S	S	33%
Hispanic	S	S	758	737	S	S	S	S	S	S	37%
Asian	16	781	780	773	N	6%	6%	44%	44%	88%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	780	756	S	S	S	S	S	S	62%
Students with Disability	13	754	748	723	N	8%	46%	31%	15%	46%	22%
English Language Learners	S	S	760	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	64	772	769	745	N	3%	14%	67%	16%	83%	47%
White	36	767	764	752	N	6%	17%	69%	8%	78%	57%
African American	S	S	760	727	S	S	S	S	S	S	24%
Hispanic	S	S	745	733	S	S	S	S	S	S	30%
Asian	17	785	781	771	N	N	6%	65%	29%	94%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	780	750	S	S	S	S	S	S	54%
Students with Disability	13	752	742	724	N	8%	31%	62%	N	62%	22%
English Language Learners	S	S	772	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	783	776	751	N	3%	8%	60%	30%	89%	53%
White	42	786	775	758	N	2%	7%	62%	29%	91%	64%
African American	S	S	763	733	S	S	S	S	S	S	32%
Hispanic	S	S	768	738	S	S	S	S	S	S	37%
Asian	20	794	783	773	N	N	N	50%	50%	100%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	15	758	746	723	N	13%	27%	47%	13%	60%	20%
English Language Learners	S	S	760	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	76	775	774	747	N	3%	15%	55%	28%	83%	47%
White	44	776	771	753	N	2%	14%	57%	27%	84%	57%
African American	S	S	750	728	S	S	S	S	S	S	24%
Hispanic	S	S	759	735	S	S	S	S	S	S	31%
Asian	20	789	786	774	N	N	N	55%	45%	100%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	15	749	746	725	N	13%	40%	40%	7%	47%	19%
English Language Learners	S	S	762	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100

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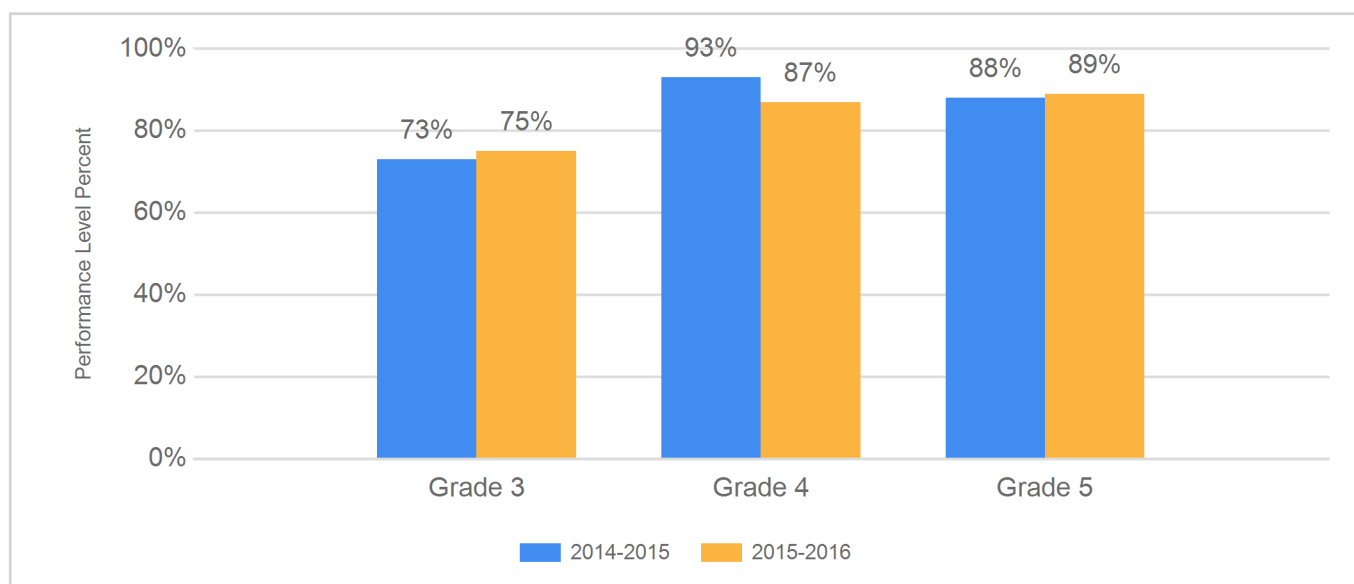
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





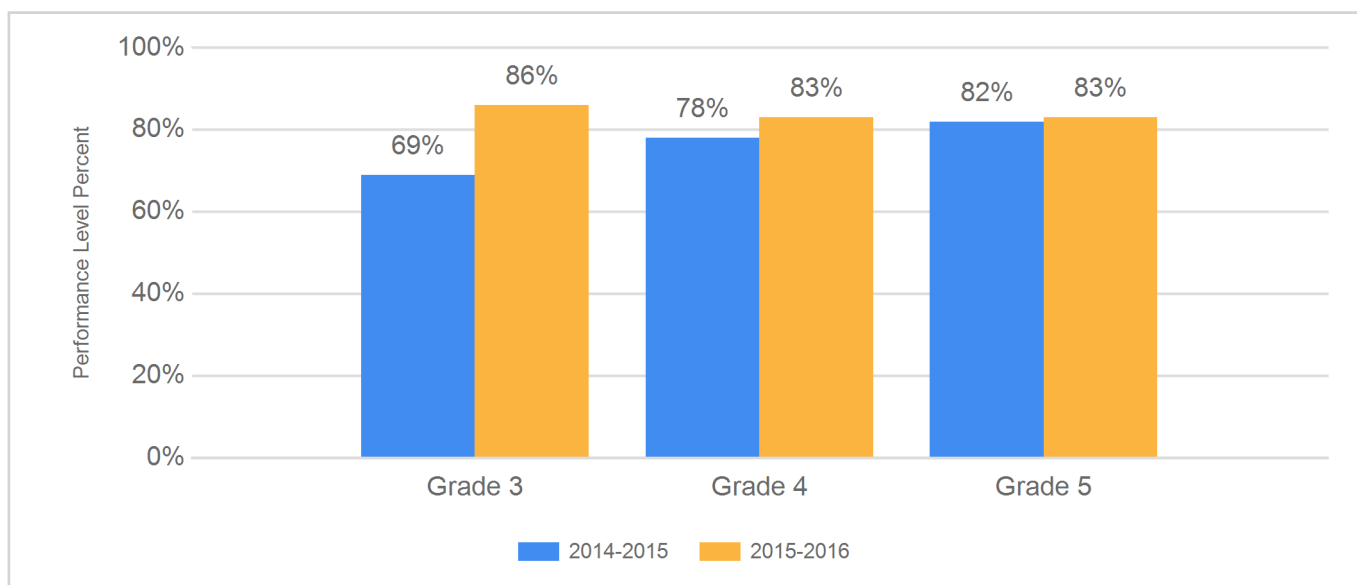
State of New Jersey
2015-2016

Grade Span 3H-05

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

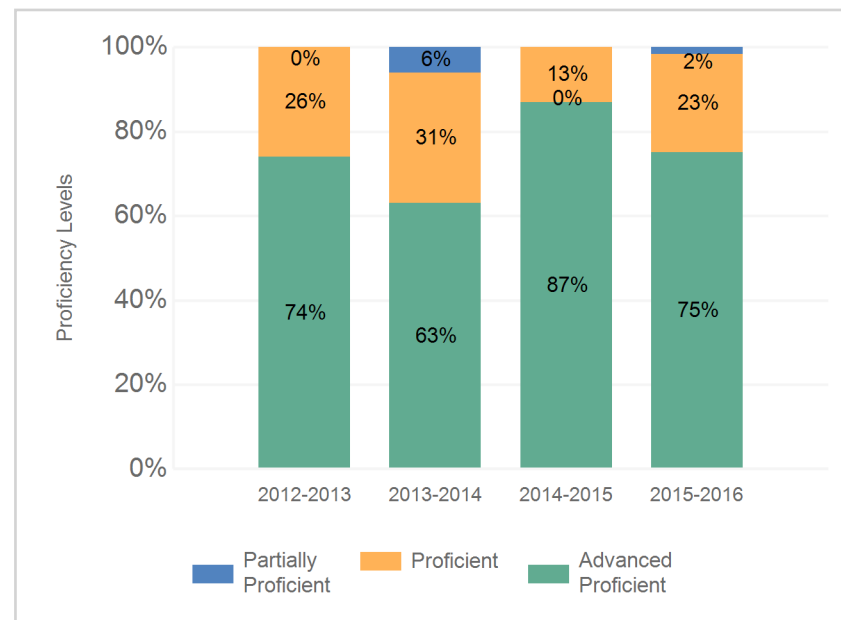
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	75%	23%	2%
White	74%	23%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	87%	13%	N
Two or More Races	S	S	S
Students with Disability	36%	64%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	N	N	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	53	50
Student Growth on Math	73	65	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	1%	1%
Approached (L3)	4%	3%	2%
Met (L4)	14%	22%	18%
Exceeded (L5)	1%	6%	27%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	2%	7%	5%
Met (L4)	7%	17%	37%
Exceeded (L5)	1%	6%	17%



State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100

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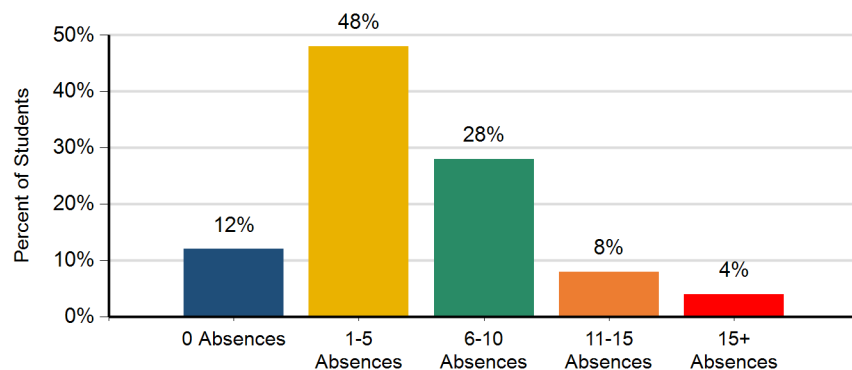
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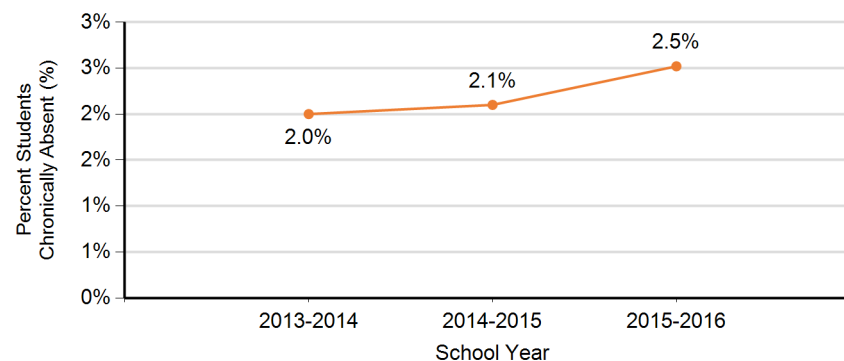
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3H-05

03-5160-100
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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	397:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%