



Benjamin Franklin Middle School
(03-5150-060)
Grades Offered: 05-08
2018-2019

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Benjamin Franklin Middle School**

(03-5150-060)

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Mr. Terrence Williams
Address	1315 TAFT ROAD TEANECK, NJ 07666
Phone Number	201-833-5451
Email Address	twilliams@teaneckschools.org
Website	http://www.teaneckschools.org
Facebook	https://www.facebook.com/bfmsteaneck
Twitter	https://twitter.com/TeaneckBFMS



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	122	143	124
6	139	122	138
7	126	143	134
8	131	134	146
Total	518	542	542

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	49.4%	48.9%
Male	50.6%	50.6%	51.1%
Economically Disadvantaged Students	46.1%	44.3%	42.6%
Students with Disabilities	28.0%	28.2%	28.2%
English Learners	2.3%	2.6%	2.0%
Homeless Students	0.6%	1.1%	1.5%
Students in Foster Care	0.2%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.0%	10.5%	12.4%
Hispanic	36.1%	37.3%	34.3%
Black or African American	39.4%	39.7%	41.1%
Asian	10.2%	9.8%	8.7%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.6%
American Indian or Alaska Native	0.2%	0.4%	0.7%
Two or More Races	2.1%	2.2%	2.2%

Enrollment by Home Language

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

Home Language	% of Students
English	83.9%
Spanish	10.0%
Arabic	1.3%
Other Languages	4.8%



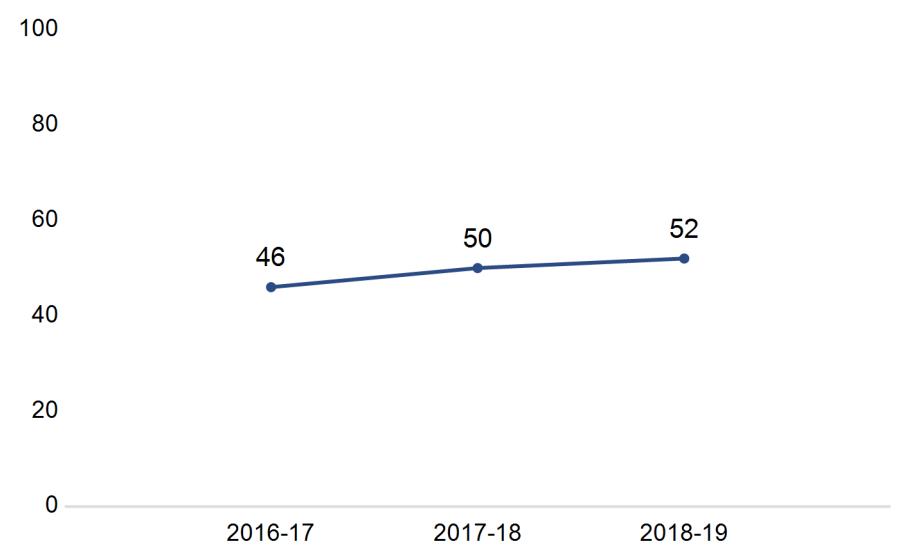
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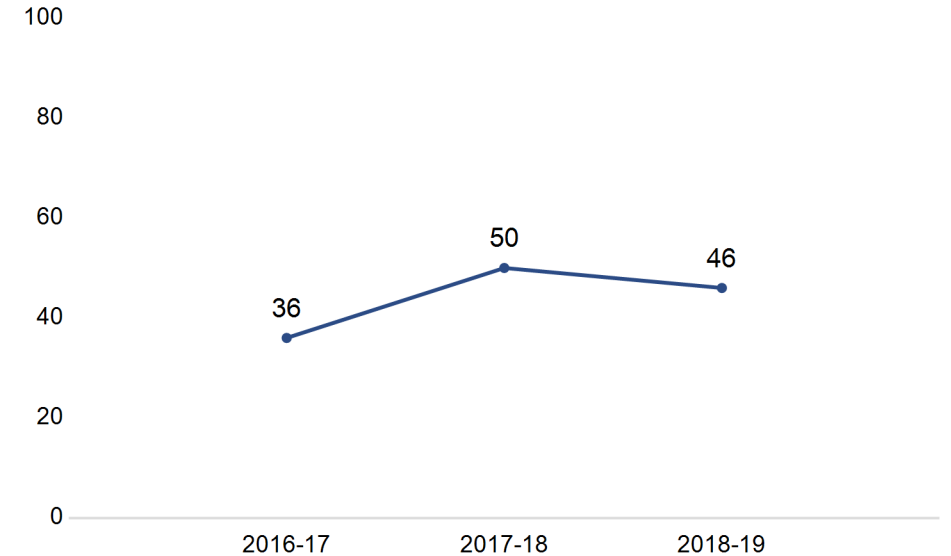
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	50	52	36	50	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	51	50	Met Standard	46	51	50	Met Standard
White	54	50	50	Met Standard	48	52	52	Met Standard
Hispanic	53.5	52	49	Met Standard	51	53	47	Met Standard
Black or African American	53	51	45	Met Standard	40	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	38	52	59	Not Met	54	61	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	53	49	**	*	56	52	**
Female	51	51	53	N	47	54	50	N
Male	53.5	51	47	N	46	49	51	N
Economically Disadvantaged Students	55	51	48	Met Standard	46	50	46	Met Standard
Students with Disabilities	53	48	43	Met Standard	39	50	45	Not Met
English Learners	51.5	52	52	Met Standard	55	58	50	Met Standard
Homeless Students	*	46.5	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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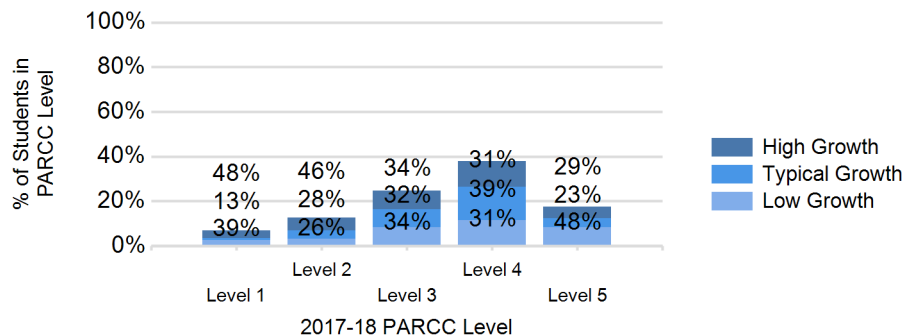
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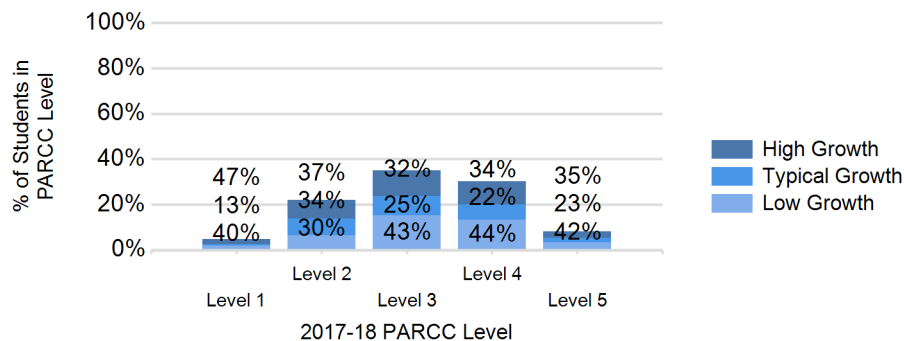
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



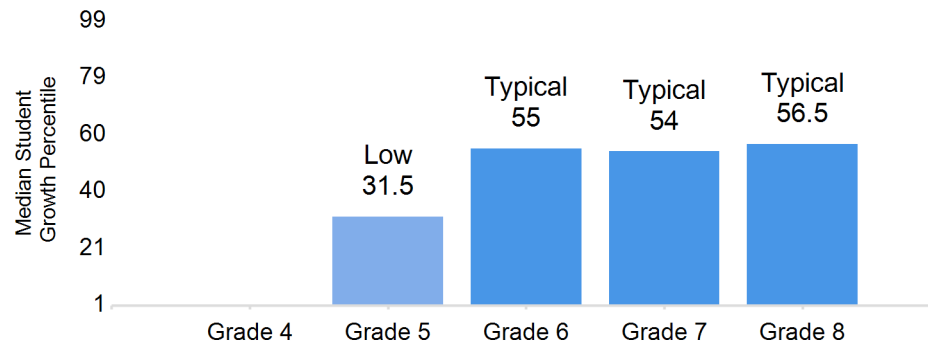
Math



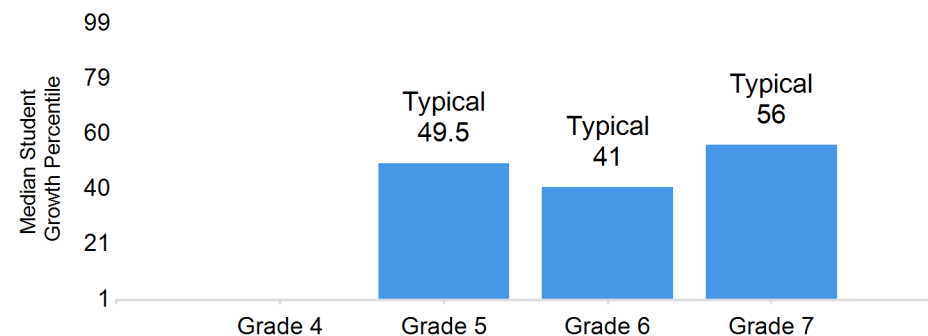
Student Growth by Grade

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

ELA



Math





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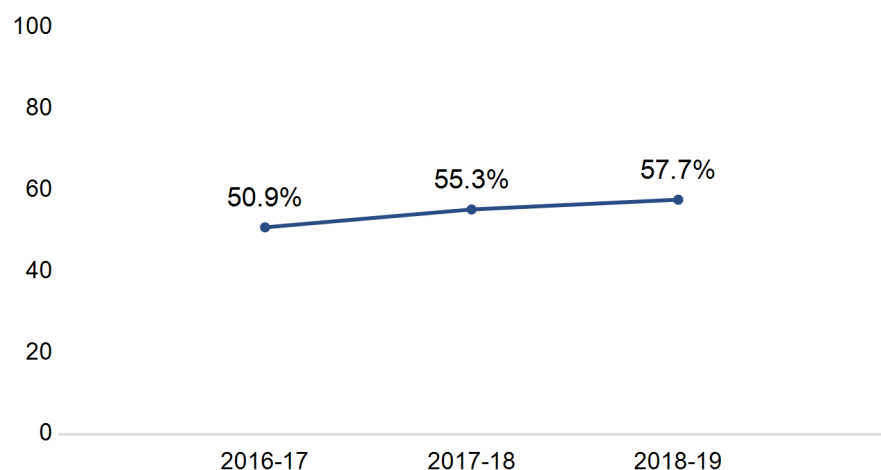
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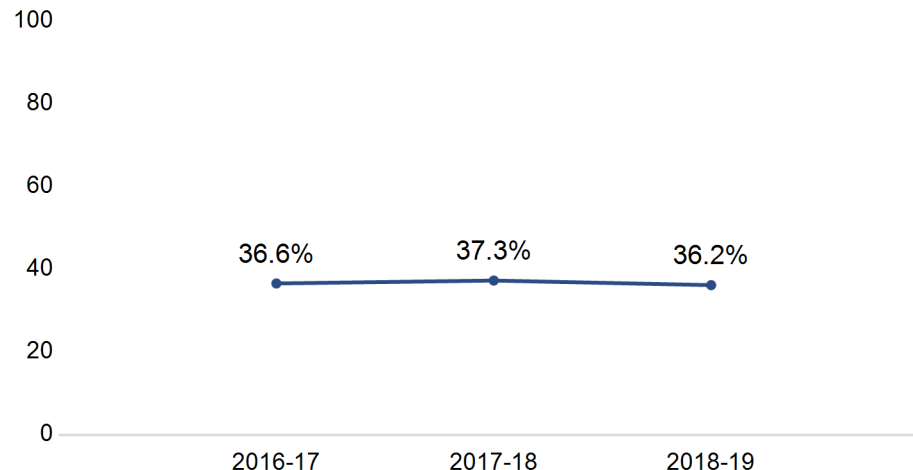
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.2%	96.5%	93.7%	96.3%	96.7%	94.6%
Proficiency Rate for Federal Accountability	50.9%	55.3%	57.7%	36.6%	37.3%	36.2%
Annual Target	52.0%	53.5%	54.9%	39.8%	41.9%	44.0%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	512	93.7	58.2	58.1	57.9	57.7	54.9	Met Target
White	59	89.6	64.4	69.4	66.9	60.6	76.6	Not Met
Hispanic	174	92.1	61.5	56.8	43.9	60.2	51.4	Met Target
Black or African American	216	96.5	49.5	49.9	38.5	49.5	50.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	49	96.1	73.5	*	82.9	73.5	67.3	Met Target
American Indian or Alaska Native	*	*	*	60.0	56.0	*	**	**
Two or More Races	*	*	*	68.1	64.4	*	**	**
Female	254	93.7	71.3	66.0	64.8	70.8		
Male	258	93.6	45.3	50.5	51.3	44.8		
Economically Disadvantaged Students	221	93.7	51.6	49.2	40.0	*	46.9	Met Target
Non-Economically Disadvantaged Students	291	93.7	63.2	63.1	67.9	*		
Students with Disabilities	144	92.9	27.1	27.1	22.7	26.5	24.6	Met Target
Students without Disabilities	368	94.0	70.4	69.3	65.1	70.1		
English Learners	33	78.6	45.5	42.3	29.3	40.4	42.3	Met Target†
Non-English Learners	479	94.9	59.1	59.2	60.6	59.0		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

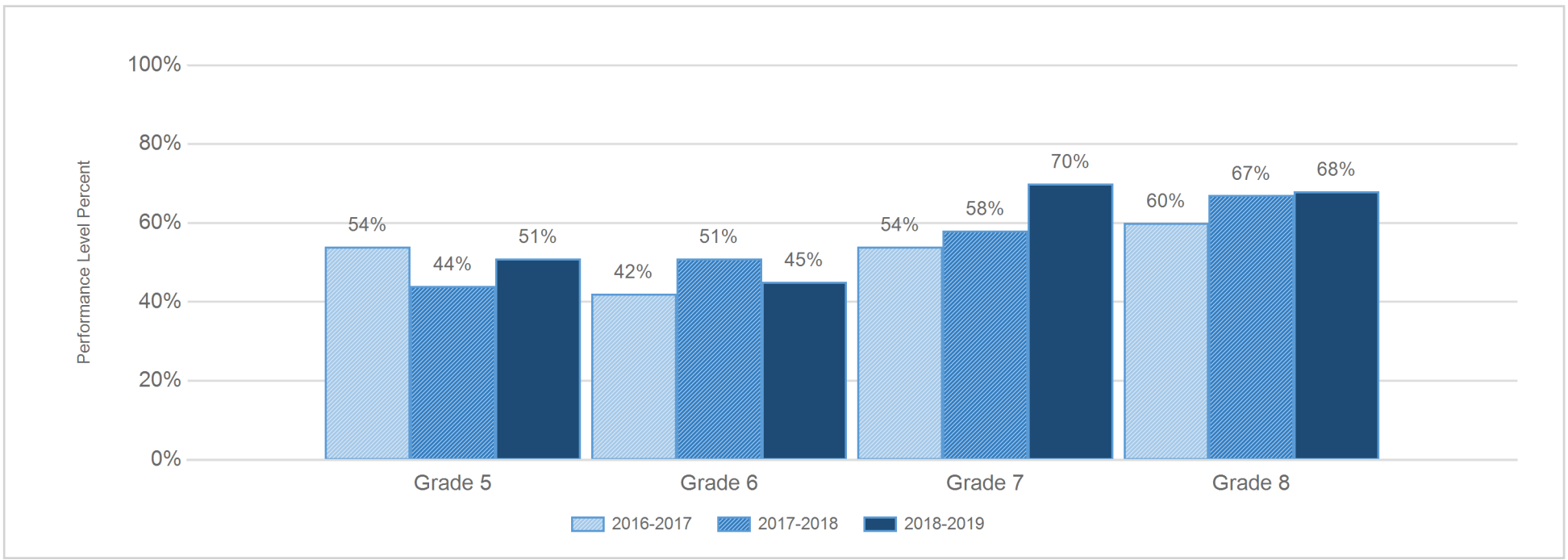


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	751	749	756	*	15%	27%	*	*	51%	58%
White	11	758	755	764	*	0%	*	*	*	45%	68%
Hispanic	41	747	743	743	*	*	27%	*	*	49%	44%
Black or African American	39	749	747	739	*	*	*	*	*	51%	38%
Asian, Native Hawaiian, or Pacific Islander	13	758	*	781	*	0%	*	*	*	54%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	58	756	754	761	*	*	21%	*	*	57%	64%
Male	50	745	743	750	*	*	34%	*	*	44%	52%
Economically Disadvantaged Students	46	740	740	740	*	*	35%	*	*	35%	39%
Non-Economically Disadvantaged Students	62	759	753	766	*	*	21%	*	*	63%	69%
Students with Disabilities	28	726	723	724	*	*	*	*	*	21%	23%
Students without Disabilities	80	759	757	762	*	*	*	*	*	61%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	108	751	*	758	*	15%	27%	*	*	51%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	748	751	754	12%	12%	32%	32%	13%	45%	56%
White	12	751	756	762	*	*	*	*	*	58%	65%
Hispanic	43	757	753	743	*	*	35%	*	*	51%	43%
Black or African American	60	738	741	738	20%	*	37%	*	*	32%	36%
Asian, Native Hawaiian, or Pacific Islander	11	774	774	780	0%	0%	*	*	*	73%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	60	758	756	762	*	*	32%	*	*	57%	64%
Male	68	740	748	748	*	*	32%	*	*	34%	48%
Economically Disadvantaged Students	53	743	744	740	*	*	38%	*	*	36%	39%
Non-Economically Disadvantaged Students	75	753	756	763	*	*	28%	*	*	51%	67%
Students with Disabilities	33	722	728	722	*	*	36%	*	*	12%	19%
Students without Disabilities	95	758	758	761	*	*	31%	*	*	56%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	762	759	761	*	*	14%	38%	32%	70%	63%
White	21	778	772	769	*	*	0%	*	*	86%	72%
Hispanic	36	760	754	747	*	*	*	*	*	69%	50%
Black or African American	54	757	750	741	*	*	19%	37%	28%	65%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	63	776	771	769	*	*	*	44%	43%	87%	71%
Male	60	749	746	753	*	*	*	32%	20%	52%	55%
Economically Disadvantaged Students	53	754	748	743	*	*	*	*	*	66%	45%
Non-Economically Disadvantaged Students	70	769	767	771	*	*	*	*	*	73%	73%
Students with Disabilities	22	722	726	720	*	*	*	*	*	27%	22%
Students without Disabilities	101	771	768	769	*	*	*	*	*	79%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	762	762	762	*	*	17%	50%	18%	68%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	53	766	761	747	*	*	*	*	*	72%	49%
Black or African American	57	750	755	741	*	*	23%	*	*	56%	43%
Asian, Native Hawaiian, or Pacific Islander	12	794	778	794	0%	0%	0%	*	*	100%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	69	776	774	771	*	*	*	*	*	84%	71%
Male	69	748	751	753	*	*	*	*	*	52%	55%
Economically Disadvantaged Students	58	760	757	743	*	*	*	*	*	69%	45%
Non-Economically Disadvantaged Students	80	763	766	772	*	*	*	*	*	68%	72%
Students with Disabilities	39	732	731	721	*	*	*	*	*	41%	22%
Students without Disabilities	99	773	773	770	*	*	*	*	*	79%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	514	94.6	36.4	42.6	44.5	36.2	44	Not Met
White	60	91.0	51.7	58.6	54.1	49.4	69.2	Not Met
Hispanic	176	94.2	41.5	42.7	28.8	41.0	41.5	Met Target†
Black or African American	215	96.1	20.9	30.1	23.0	20.9	37.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	98.0	65.3	*	76.5	65.3	63.4	Met Target
American Indian or Alaska Native	*	*	*	13.3	42.7	*	**	**
Two or More Races	*	*	*	44.7	53.3	*	**	**
Female	254	94.5	37.4	44.2	44.9	37.1		
Male	260	94.7	35.4	41.1	44.2	35.2		
Economically Disadvantaged Students	221	94.1	29.4	34.9	26.3	29.1	36.6	Not Met
Non-Economically Disadvantaged Students	293	95.0	41.6	47.0	54.9	41.6		
Students with Disabilities	144	92.9	14.6	*	17.4	14.2	20.4	Not Met
Students without Disabilities	370	95.2	44.9	*	50.0	44.9		
English Learners	36	92.9	33.3	36.7	25.0	32.3	37.3	Met Target†
Non-English Learners	478	94.7	36.6	43.1	46.5	36.5		
Homeless Students	*	*	*	25.9	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08

2018-2019

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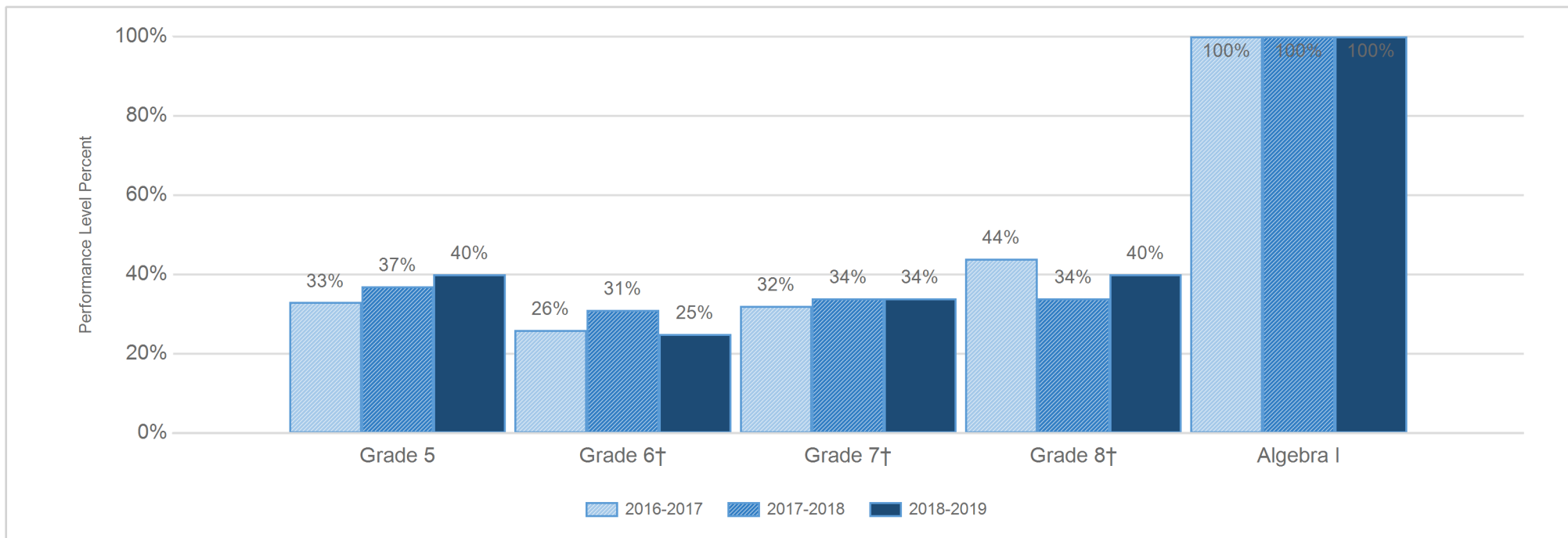
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Benjamin Franklin Middle School
(03-5150-060)
Grades Offered: 05-08
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	745	746	747	*	24%	32%	*	*	40%	47%
White	12	760	760	755	*	*	*	*	*	58%	58%
Hispanic	42	742	741	735	*	31%	29%	*	*	38%	30%
Black or African American	39	739	743	729	*	31%	36%	*	*	28%	23%
Asian, Native Hawaiian, or Pacific Islander	14	753	*	775	0%	*	*	*	*	57%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	59	745	750	747	*	22%	37%	*	*	37%	47%
Male	52	744	743	747	*	27%	27%	*	*	42%	47%
Economically Disadvantaged Students	46	738	736	732	*	35%	35%	*	*	28%	27%
Non-Economically Disadvantaged Students	65	750	752	757	*	17%	31%	*	*	48%	59%
Students with Disabilities	28	727	732	725	*	50%	*	*	*	14%	19%
Students without Disabilities	83	750	750	752	*	16%	*	*	*	48%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Benjamin Franklin Middle School

(03-5150-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	732	737	741	11%	34%	31%	*	*	25%	41%
White	12	736	750	749	*	*	*	*	*	42%	51%
Hispanic	45	738	738	729	*	24%	33%	*	*	36%	24%
Black or African American	60	719	725	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	767	763	769	0%	*	*	*	*	55%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	61	736	737	742	*	26%	41%	*	*	25%	42%
Male	69	728	737	740	*	41%	22%	*	*	25%	40%
Economically Disadvantaged Students	54	726	729	726	*	44%	24%	*	*	19%	21%
Non-Economically Disadvantaged Students	76	736	743	750	*	26%	36%	*	*	29%	53%
Students with Disabilities	33	716	722	716	*	*	*	*	*	*	12%
Students without Disabilities	97	737	742	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	742	741	744	*	25%	35%	*	*	34%	42%
White	21	757	753	751	0%	*	*	*	*	48%	53%
Hispanic	36	739	735	733	*	*	33%	*	*	36%	26%
Black or African American	54	733	733	727	*	33%	37%	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	63	745	743	744	*	19%	33%	*	*	40%	42%
Male	60	739	738	743	*	32%	37%	*	*	28%	42%
Economically Disadvantaged Students	53	733	733	731	*	23%	43%	*	*	23%	24%
Non-Economically Disadvantaged Students	70	748	746	751	*	27%	29%	*	*	43%	53%
Students with Disabilities	22	721	721	718	*	*	*	*	*	*	13%
Students without Disabilities	101	746	746	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Benjamin Franklin Middle School

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	737	735	728	18%	21%	21%	*	*	40%	29%
White	*	*	743	737	*	*	*	*	*	*	38%
Hispanic	49	742	737	722	*	24%	20%	*	*	45%	22%
Black or African American	52	725	727	714	29%	21%	27%	23%	0%	23%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	60	737	737	731	*	*	*	*	*	40%	31%
Male	60	737	733	726	*	*	*	*	*	40%	27%
Economically Disadvantaged Students	52	738	734	719	*	23%	19%	*	*	40%	20%
Non-Economically Disadvantaged Students	68	736	735	735	*	19%	22%	*	*	40%	36%
Students with Disabilities	39	717	713	707	31%	36%	*	*	*	18%	10%
Students without Disabilities	81	746	744	734	12%	14%	*	*	*	51%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	800	744	744	0%	0%	0%	*	*	100%	42%
White	*	*	764	752	*	*	*	*	*	*	53%
Hispanic	*	*	738	728	*	*	*	*	*	*	24%
Black or African American	*	*	738	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	736	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	748	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	18	800	*	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	18	800	746	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	10	10
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



Benjamin Franklin Middle School

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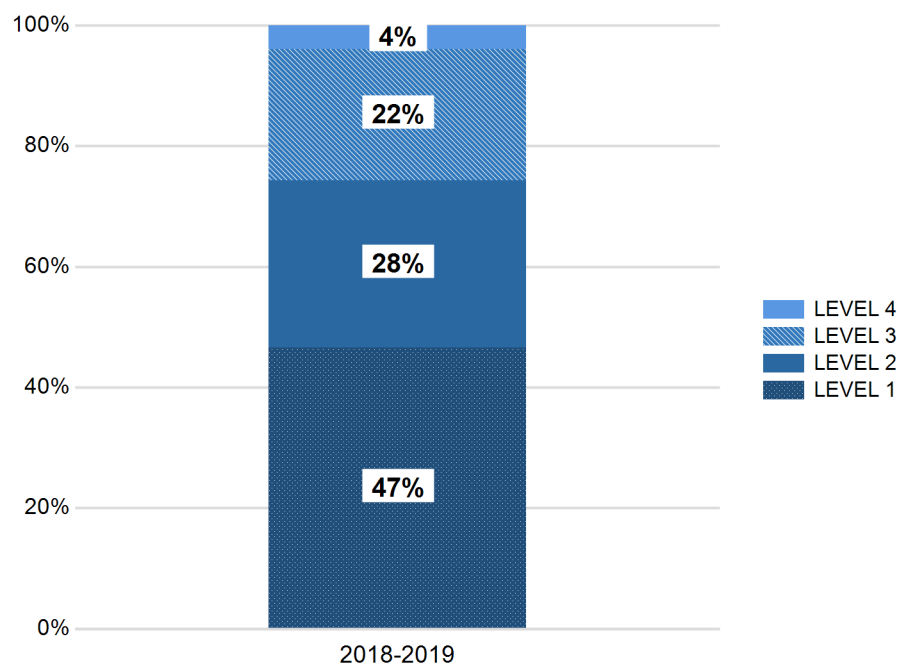
N No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	28	22	4
White	45	0	45	9
Hispanic	45	36	17	2
Black or African American	51	28	15	5
Asian, Native Hawaiian, or Pacific Islander	47	20	33	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	54	25	15	5
Male	38	31	29	2
Economically Disadvantaged Students	66	21	13	0
Non-Economically Disadvantaged Students	33	33	28	6
Students with Disabilities	69	19	12	0
Students without Disabilities	40	31	25	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Benjamin Franklin Middle School

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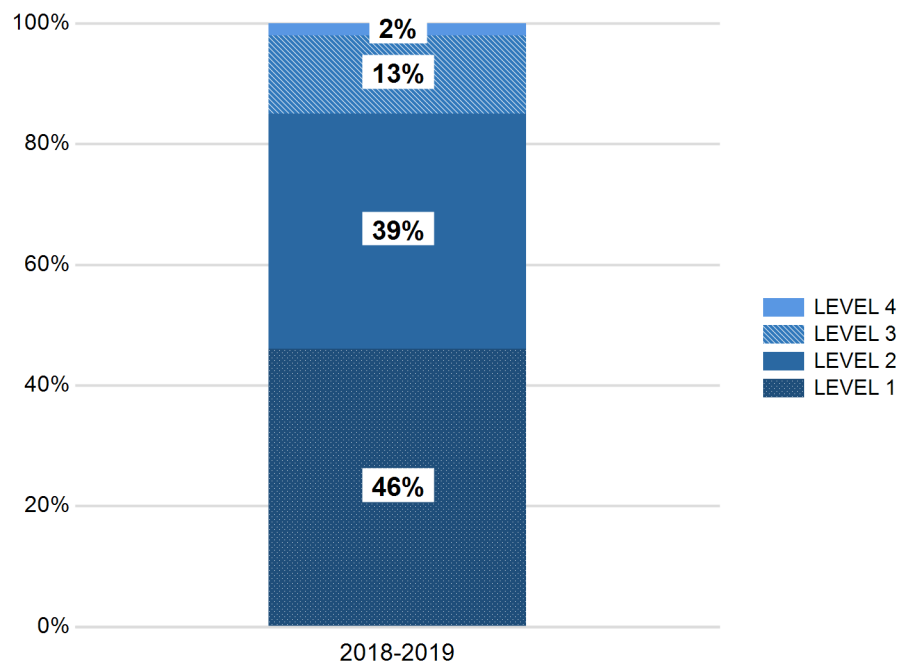
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	39	13	2
White	*	*	*	*
Hispanic	44	44	9	4
Black or African American	59	32	9	0
Asian, Native Hawaiian, or Pacific Islander	8	67	25	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	37	50	10	3
Male	55	28	15	1
Economically Disadvantaged Students	52	34	11	3
Non-Economically Disadvantaged Students	42	43	14	1
Students with Disabilities	75	23	3	0
Students without Disabilities	34	45	17	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Benjamin Franklin Middle School

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	145
7	0	0	130
8	18	0	128
Total	18	0	403

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	117	0	0	0	0	0	0
7	82	49	0	0	0	0	0
8	101	40	0	0	0	0	0
Total	300	89	0	0	0	0	0



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

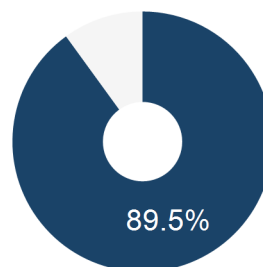
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

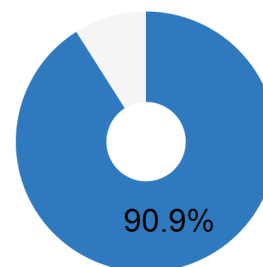
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

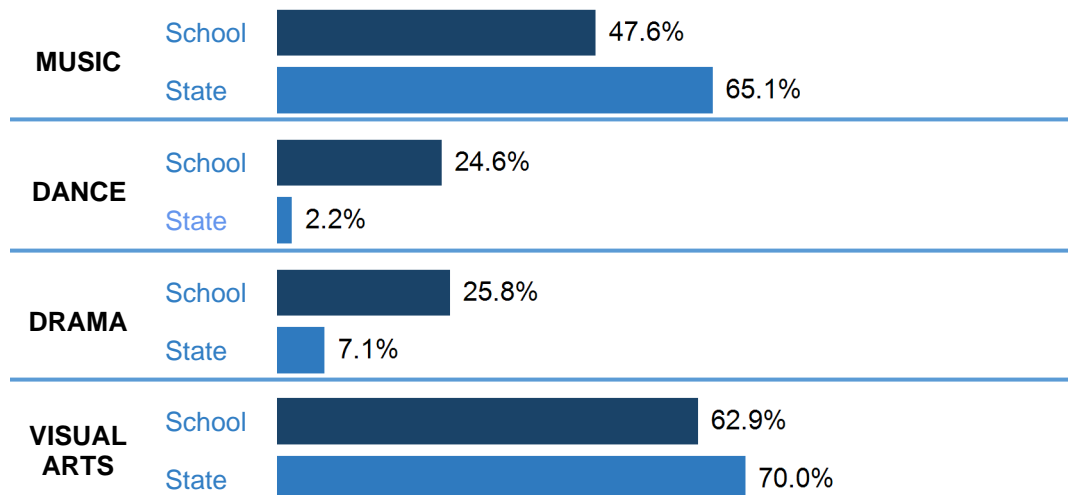


School



State

Students enrolled in one or more classes by discipline:





Benjamin Franklin Middle School

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

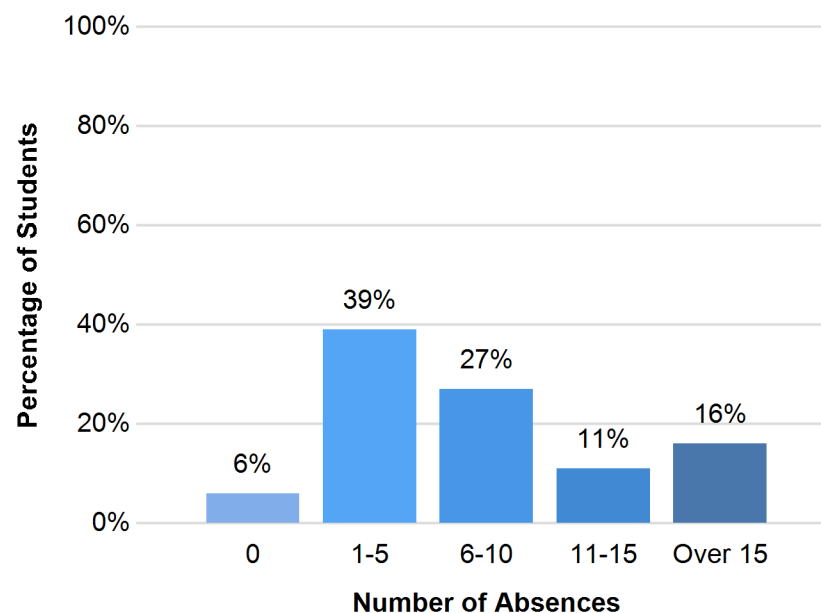
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	51	9.3	8.7	Not Met
White	10	14.1	8.7	Not Met
Hispanic	15	8.1	8.7	Met
Black or African American	21	9.3	8.7	Not Met
Asian, Native Hawaiian, or Pacific	5	9.8	8.7	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	24	9.0		
Male	27	9.5		
Economically Disadvantaged Students	21	9.0	8.7	Not Met
Students with Disabilities	24	14.9	8.7	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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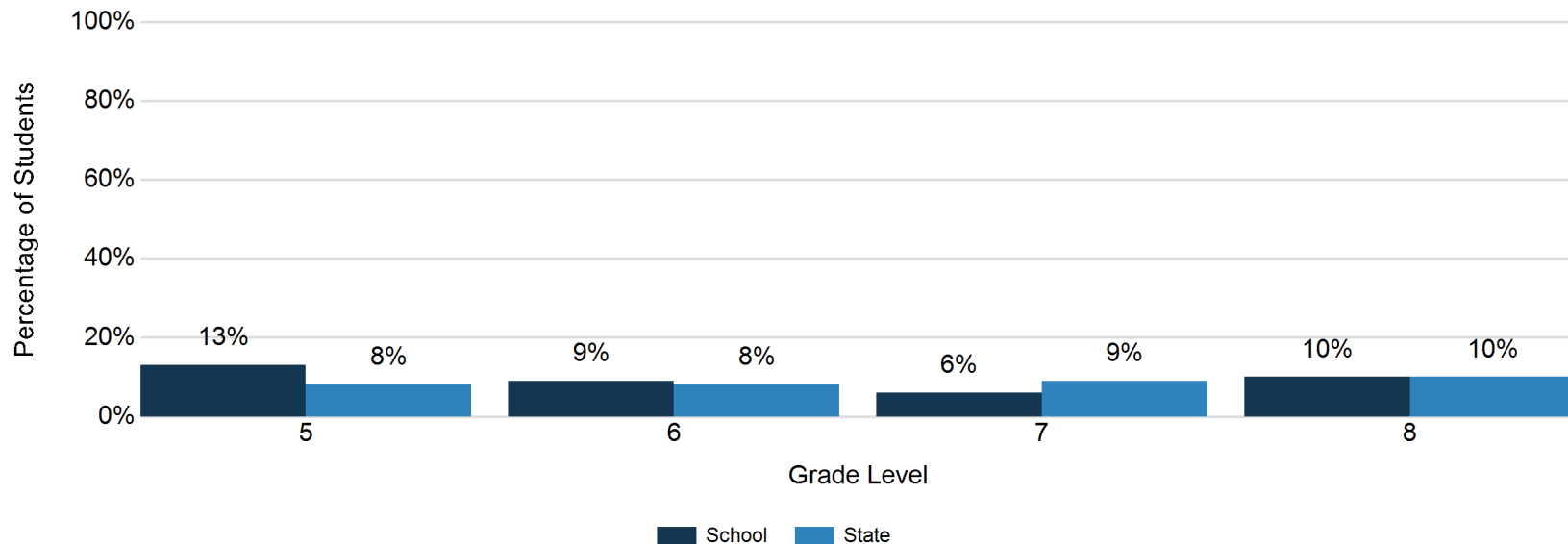
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Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	19
Weapons	1
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	5.17

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	21	3.9%
Out-of-School Suspensions	42	7.7%
Any Suspension	57	10.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed
due to Out-of-School
Suspensions

81



Benjamin Franklin Middle School
 (03-5150-060)
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.3:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	8.4	10.8
Percentage of Teachers with 4 or more years experience in the district	56.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	181:1	124:1
Teachers to Administrators	19:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	75.9%	66.7%	48.4%	77.1%	54.9%
Male	51.1%	24.1%	33.3%	51.6%	22.9%	45.1%
White	12.4%	62.1%	66.7%	42.4%	83.6%	77.4%
Hispanic	34.3%	10.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	41.1%	19.0%	33.3%	15.0%	6.6%	13.9%
Asian	8.7%	8.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 31%

Admin N/A

Master's Degree

Teacher 67%

Admin 100%

Doctoral Degree

Teacher 2%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.9%	55.3%	57.7%
Math Proficiency	36.6%	37.3%	36.2%
ELA Growth	46	50	52
Math Growth	36	50	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.2%	0.7%	9.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Met Standard	Met Standard	Met Standard	**	No

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



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School Narrative

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

<p style="font-size: 1.2em; font-weight: bold;">Highlights:</p>	<ul style="list-style-type: none"> BFMS celebrates our multi-lingual community through World Language Day. The BFMS chorus performs at the Prudential Center for the American Voices Concert every year. BFMS celebrated learning through Literacy Night and Math Night. Students learn through fun activities with their families
<p style="font-size: 1.2em; font-weight: bold;">Mission, Vision, Theme:</p>	<p>At BFMS, educators are committed to our students learning in a socially nurturing and intellectually challenging environment which fosters the development of 21st century learners and workers. We believe in a growth mindset. Our credo is as follows: We are Building. We are Focused. We are Motivated. We are Strong. We are BFMS...And Here We Grow.</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>Our language arts curriculum seeks to foster the growth of critical readers, articulate speakers, and thoughtful writers. BFMS students read a true balance of informational and literary text. Our math curriculum is rigorous and evokes intellectual curiosity about the study of mathematics. Go Math and Connected Math are the primary resources. BFMS is implemented the NGSS in science classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls)</p> <p>Our intramural program provides activities such as indoor soccer, volleyball, basketball, kickball, wiffleball, and other games to grades 5-8 once a week for 45 minutes after school.</p>
 <p>Clubs and Activities:</p>	<p>BFMS has the following clubs: the Anime Club, BF Achievers, 5th and 6th Grade Band, Character Education club (C.L.U.B) Chorus, Computer Club, Drama Club, DREAMS, POWER Boys, Girl Power, Environmental Science Club, the Flight Team, Jazz Band, Makerspace Club, National Junior Honor Society, the NBA Book Club, Newspaper Club, Orchestra, Physical Education Intramurals, Student Council and Yearbook.</p>



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Before and After School Programs:

We have a daily before school breakfast club, open to all students, whether or not they buy breakfast. Breakfast Club is supervised by staff members. We also have a School Aged Child Care (SACC) program that runs everyday after school that is run by our Community Education Department. We also have a Title One after school program which focuses on providing additional support in language arts and math.



Staff and Professional Learning:

BFMS staff members generally meet at least once a week for professional learning. Staff members participated in professional development related to but not limited to the following topics: growth mindset, differentiation of instruction, strategies for active student engagement, staff engagement, assessment, social emotional learning, cross-curricular incorporation of literacy strategies, integration of math strategies, data analysis/ disaggregation, and content specific training. PLCs met at least twice per month.



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy




** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Narrative

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

 <p>Student Supports and Services:</p>	<p>ELLs received daily ESL instruction one or two periods a day. The ESL program lessons were aligned to the WIDA standards in the four domains as well as CCCS. The Child Study Team is responsible for receiving referrals for evaluations to determine eligibility for Special Education and Related Services, providing case management as well as serving as liaisons between teachers, administrators and parents. The TAG program provides support for students identified as academically gifted.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in a physical education and health curriculum that helps students gain the knowledge, skills, and behaviors necessary to foster a healthy and active lifestyle. Students participate in a variety of individual and team sport activities as well as fitness assessments, cooperative and team building games. The health curriculum includes such topics as: mental/social health, nutrition, drug/alcohol education, anti-bullying, sexuality and family life.</p>
 <p>Parent and Community Involvement:</p>	<p>The active PTO organizes fundraisers to support field trips, provide additional technology to the school, and fund classroom/school projects. The PTO also offers educational opportunities for students and families by providing informational parent sessions. BFMS has several parent events including: BF Envisions, Multicultural night, and a Parent Appreciation ceremony. BFMS partnered with the Coalition of 100 Black Women for our annual Men's and Women's Day event. Parents and students can access grades online. Weekly correspondence is emailed to families in our Tuesday Flyers.</p>



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08



2018-2019

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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers BFMS staff were provided with a climate survey. The survey inquired about job satisfaction, effectiveness of professional development, effectiveness of instructional feedback by administrators, staff input, and school safety.</p>
 <p>School Safety:</p>	<p>BFMS has a school safety committee which regularly meets to analyze safety procedures and make updated recommendation, as necessary. BFMS also has a security guard that works closely with the administration, the nurse and safety committee to ensure students are safe and protected.</p>



Benjamin Franklin Middle School
 (03-5150-060)
 Grades Offered: 05-08
 2018-2019

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School Narrative

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Technology and STEM:

Teachers have access to chromebooks, laptops, a computer lab, and media center. Teachers also have multimedia projectors and document cameras for their instructional use. Every student has a chromebook available to them to use throughout the day.



Benjamin Franklin Middle School

(03-5150-060)

Grades Offered: 05-08

2018-2019

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School Narrative

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Other Information

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

**James Russell Lowell Elementary School**

(03-5150-130)

Grades Offered: KG-04

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



James Russell Lowell Elementary School

(03-5150-130)

Grades Offered: KG-04

2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Mr. Antoine Green
Address	1025 LINCOLN PLACE TEANECK, NJ 07666
Phone Number	201-833-5550
Email Address	angreen@teaneckschools.org
Website	http://www.teaneckschools.org
Twitter	https://twitter.com/teanecklowell



James Russell Lowell Elementary School
(03-5150-130)
Grades Offered: KG-04
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	18	17	17
1	78	86	66
2	72	80	87
3	79	85	90
4	71	81	81
Total	318	349	341

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.0%	52.1%	48.7%
Male	50.0%	47.9%	51.3%
Economically Disadvantaged Students	43.7%	45.0%	44.0%
Students with Disabilities	19.5%	25.2%	23.2%
English Learners	6.9%	4.3%	3.8%
Homeless Students	0.0%	0.9%	1.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.6%	10.3%	10.6%
Hispanic	41.8%	40.1%	41.6%
Black or African American	30.5%	33.5%	32.3%
Asian	11.6%	12.0%	11.7%
Native Hawaiian or Pacific Islander	0.9%	1.1%	0.9%
American Indian or Alaska Native	0.6%	0.6%	1.2%
Two or More Races	1.9%	2.3%	1.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	18	17	17

Enrollment by Home Language

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

Home Language	% of Students
English	86.8%
Spanish	8.5%
Arabic	1.2%
Other Languages	3.5%



James Russell Lowell Elementary School
(03-5150-130)
Grades Offered: KG-04
2018-2019

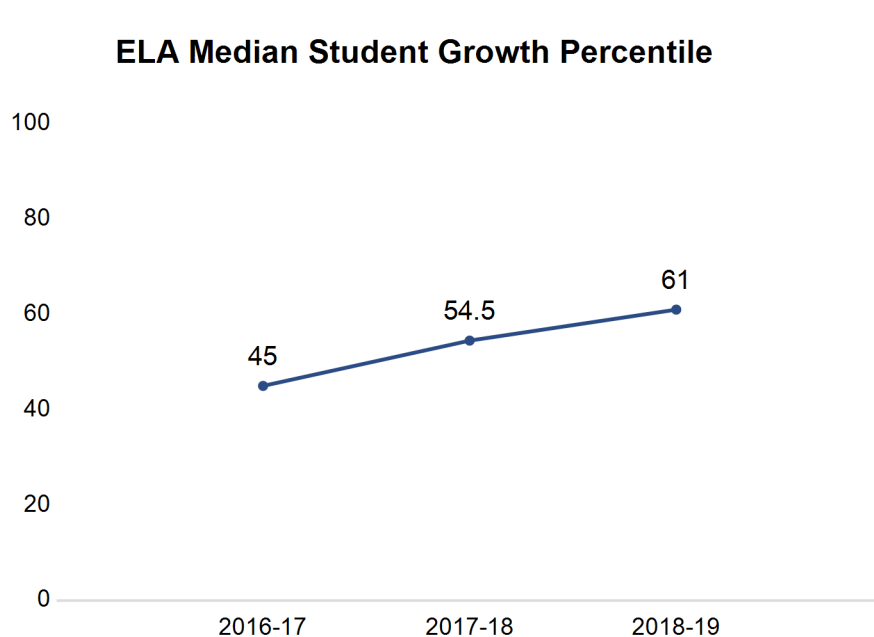
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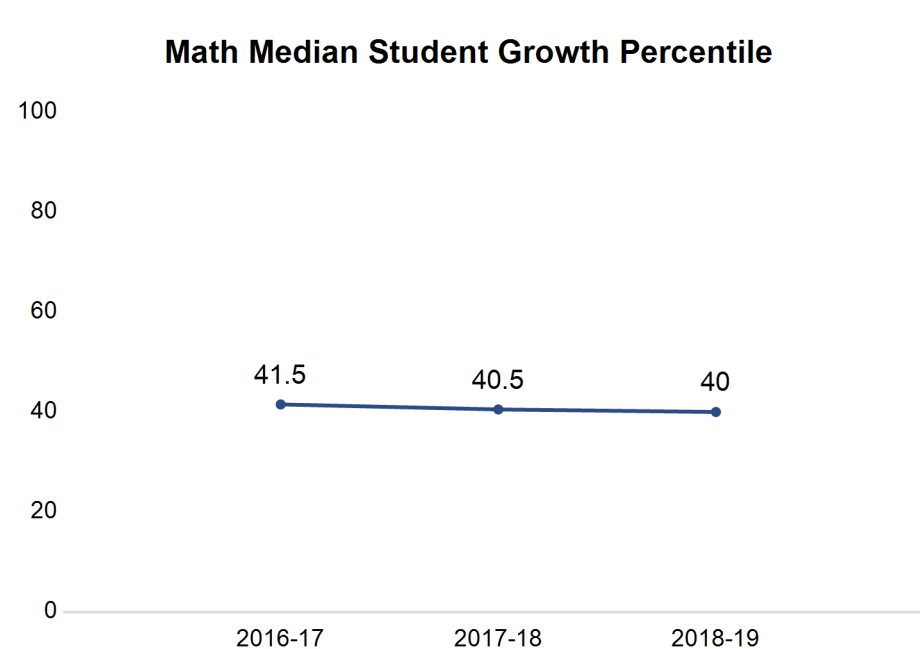
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	54.5	61	41.5	40.5	40
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



James Russell Lowell Elementary School
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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	61	51	50	Exceeds Standard	40	51	50	Met Standard
White	*	50	50	**	*	52	52	**
Hispanic	63	52	49	Exceeds Standard	51	53	47	Met Standard
Black or African American	77.5	51	45	Exceeds Standard	33.5	46	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	56	52	**
Female	74	51	53	N	37	54	50	N
Male	54	51	47	N	46	49	51	N
Economically Disadvantaged Students	73	51	48	Exceeds Standard	46	50	46	Met Standard
Students with Disabilities	51	48	43	**	46	50	45	**
English Learners	*	52	52	**	*	58	50	**
Homeless Students	N	46.5	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



James Russell Lowell Elementary School
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 2018-2019

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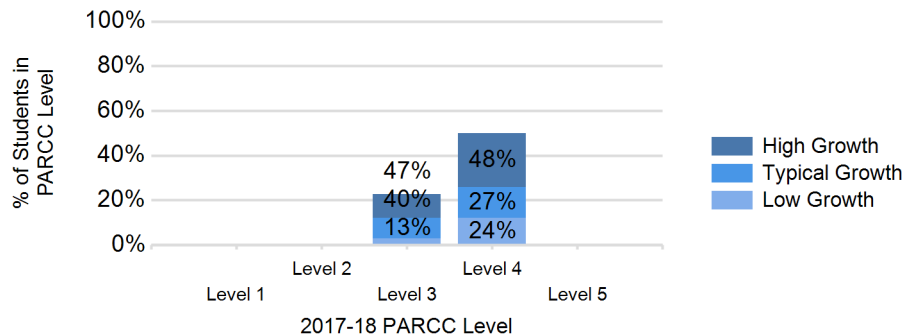
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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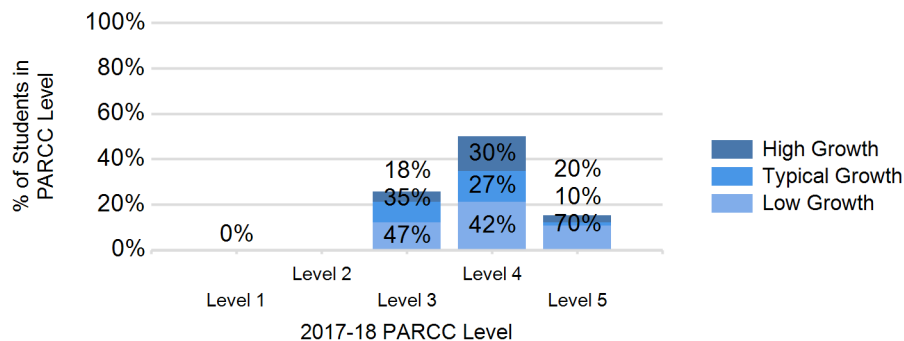
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



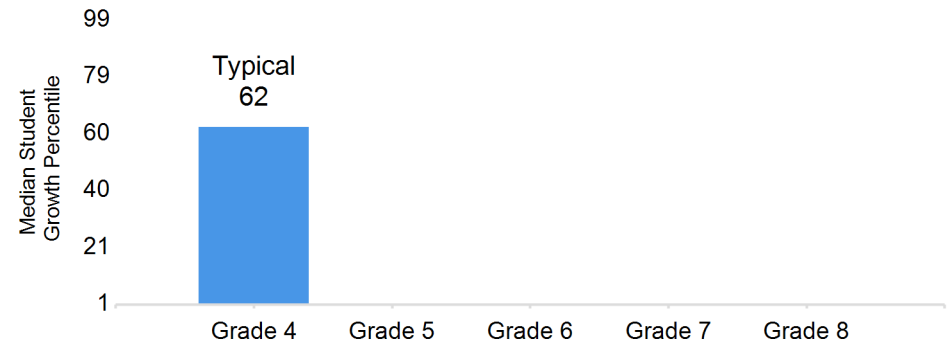
Math



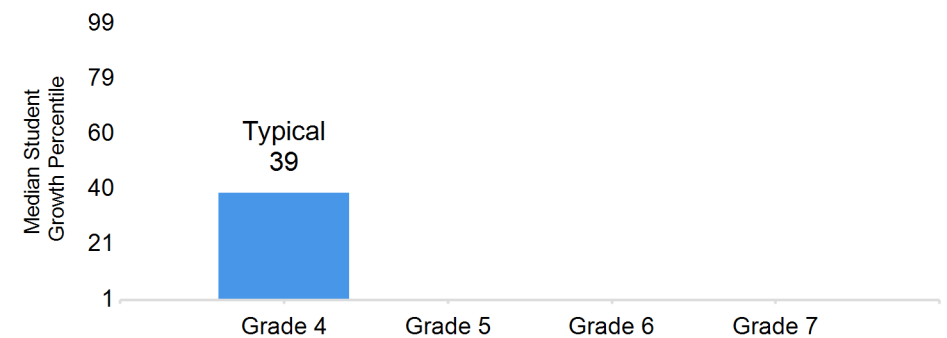
Student Growth by Grade

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

ELA



Math





James Russell Lowell Elementary School
(03-5150-130)
Grades Offered: KG-04
2018-2019

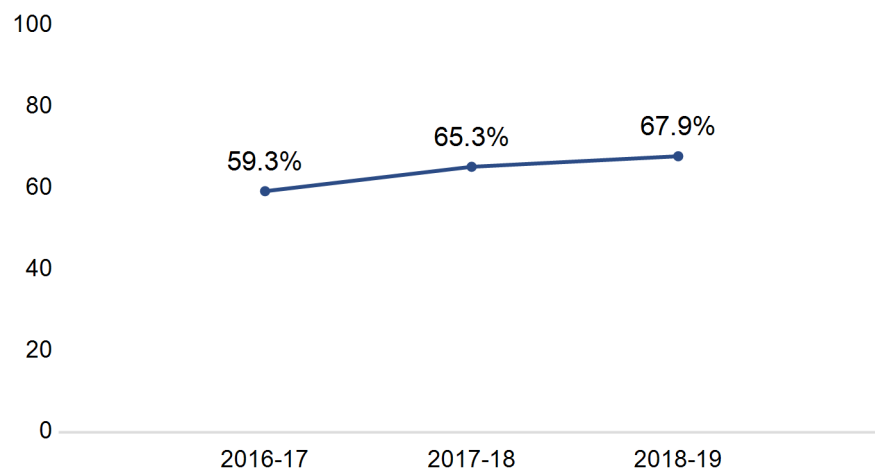
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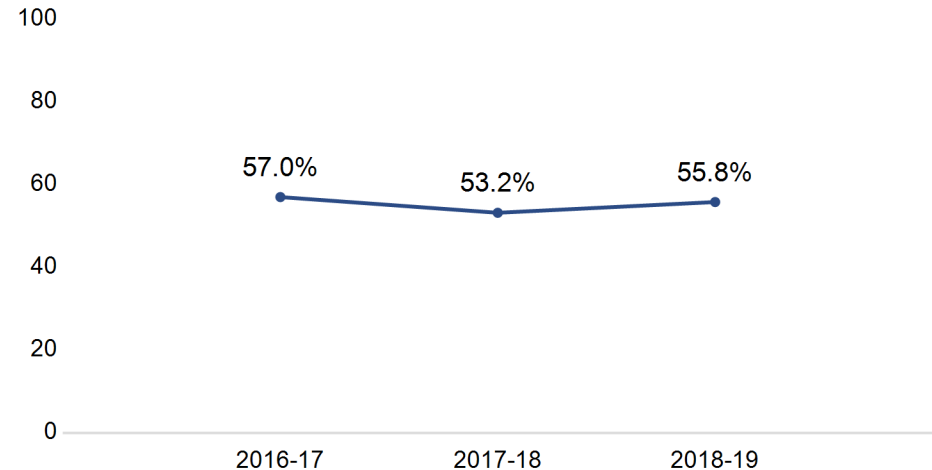
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	94.2%	91.8%	96.1%	93.6%	91.8%
Proficiency Rate for Federal Accountability	59.3%	65.3%	67.9%	57.0%	53.2%	55.8%
Annual Target	45.5%	47.3%	49.1%	48.5%	50.1%	51.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



James Russell Lowell Elementary School
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	91.8	69.0	58.1	57.9	67.9	49.1	Met Target
White	17	89.5	82.4	69.4	66.9	77.3	**	**
Hispanic	67	90.5	71.6	56.8	43.9	70.2	43.5	Met Target
Black or African American	50	92.9	62.0	49.9	38.5	61.5	40.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	93.7	66.7	*	82.9	65.8	**	**
American Indian or Alaska Native	*	*	*	60.0	56.0	*	**	**
Two or More Races	*	*	*	68.1	64.4	*	**	**
Female	73	90.1	71.2	66.0	64.8	69.2		
Male	82	93.3	67.1	50.5	51.3	66.5		
Economically Disadvantaged Students	64	92.9	60.9	49.2	40.0	*	50.8	Met Target
Non-Economically Disadvantaged Students	91	91.1	74.7	63.1	67.9	*		
Students with Disabilities	45	91.8	48.9	27.1	22.7	48.2	30.6	Met Target
Students without Disabilities	110	91.8	77.3	69.3	65.1	75.8		
English Learners	16	94.1	56.3	42.3	29.3	55.6	**	**
Non-English Learners	139	91.6	70.5	59.2	60.6	69.2		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



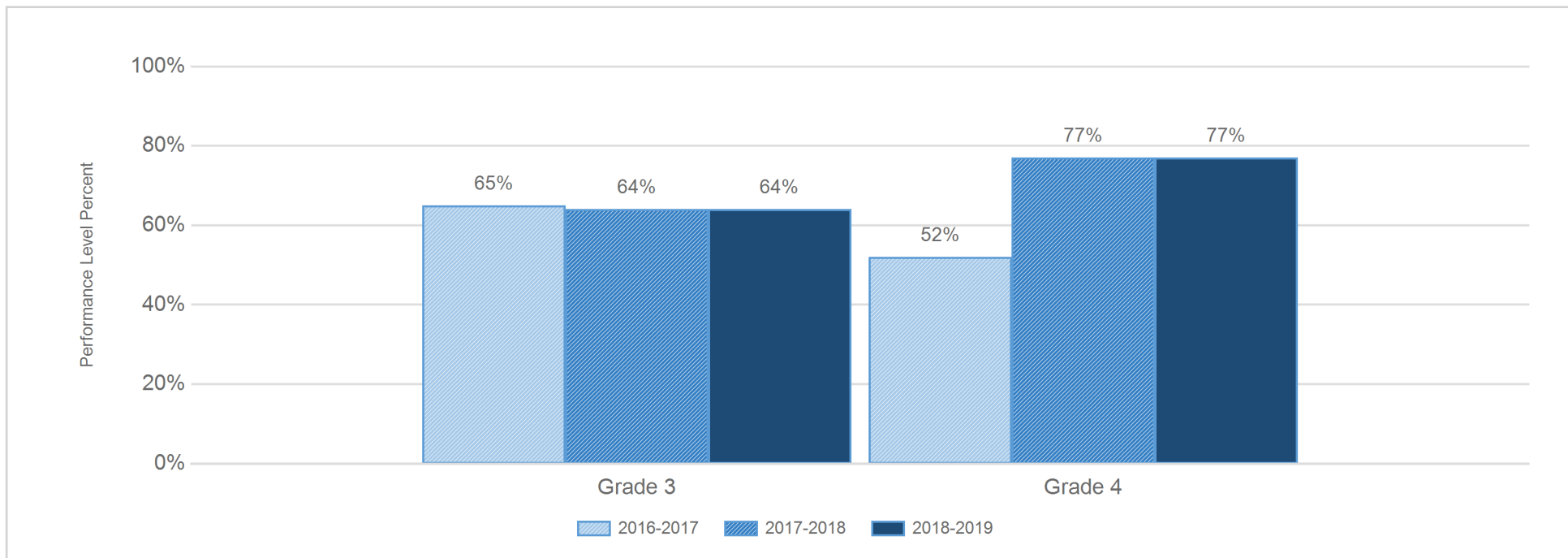
James Russell Lowell Elementary School
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 2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	763	753	748	*	*	22%	*	*	64%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	35	769	754	734	0%	*	*	*	*	74%	36%
Black or African American	23	751	750	731	*	*	*	*	*	48%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	38	765	761	753	*	*	*	*	*	68%	55%
Male	38	760	747	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	35	756	747	731	*	*	*	*	*	54%	33%
Non-Economically Disadvantaged Students	41	768	758	759	*	*	*	*	*	73%	61%
Students with Disabilities	16	752	732	719	*	*	*	*	*	56%	24%
Students without Disabilities	60	765	760	754	*	*	*	*	*	67%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	76	763	*	751	*	*	22%	*	*	64%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



James Russell Lowell Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	775	764	755	0%	*	*	42%	35%	77%	57%
White	*	*	766	763	*	*	*	*	*	*	67%
Hispanic	27	772	765	743	0%	*	*	*	*	74%	44%
Black or African American	25	773	762	739	0%	*	*	*	*	76%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	781	766	760	0%	*	*	38%	44%	81%	62%
Male	37	769	762	750	0%	*	*	46%	27%	73%	53%
Economically Disadvantaged Students	22	766	756	740	0%	*	*	*	*	68%	40%
Non-Economically Disadvantaged Students	47	779	769	765	0%	*	*	*	*	81%	69%
Students with Disabilities	17	748	743	725	0%	*	*	*	*	41%	25%
Students without Disabilities	52	784	772	761	0%	*	*	*	*	88%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



James Russell Lowell Elementary School
(03-5150-130)
Grades Offered: KG-04
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	91.8	56.8	42.6	44.5	55.8	51.8	Met Target
White	17	89.5	70.6	58.6	54.1	66.3	**	**
Hispanic	67	90.5	68.7	42.7	28.8	67.2	49	Met Target
Black or African American	50	92.9	38.0	30.1	23.0	37.7	42.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	93.7	60.0	*	76.5	59.3	**	**
American Indian or Alaska Native	*	*	*	13.3	42.7	*	**	**
Two or More Races	*	*	*	44.7	53.3	*	**	**
Female	73	90.1	47.9	44.2	44.9	46.6		
Male	82	93.3	64.6	41.1	44.2	64.1		
Economically Disadvantaged Students	64	92.9	51.6	34.9	26.3	*	52.6	Met Target†
Non-Economically Disadvantaged Students	91	91.1	60.4	47.0	54.9	*		
Students with Disabilities	45	91.8	44.4	*	17.4	43.9	28	Met Target
Students without Disabilities	110	91.8	61.8	*	50.0	60.6		
English Learners	16	94.1	81.3	36.7	25.0	80.2	**	**
Non-English Learners	139	91.6	54.0	43.1	46.5	52.9		
Homeless Students	*	*	*	25.9	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



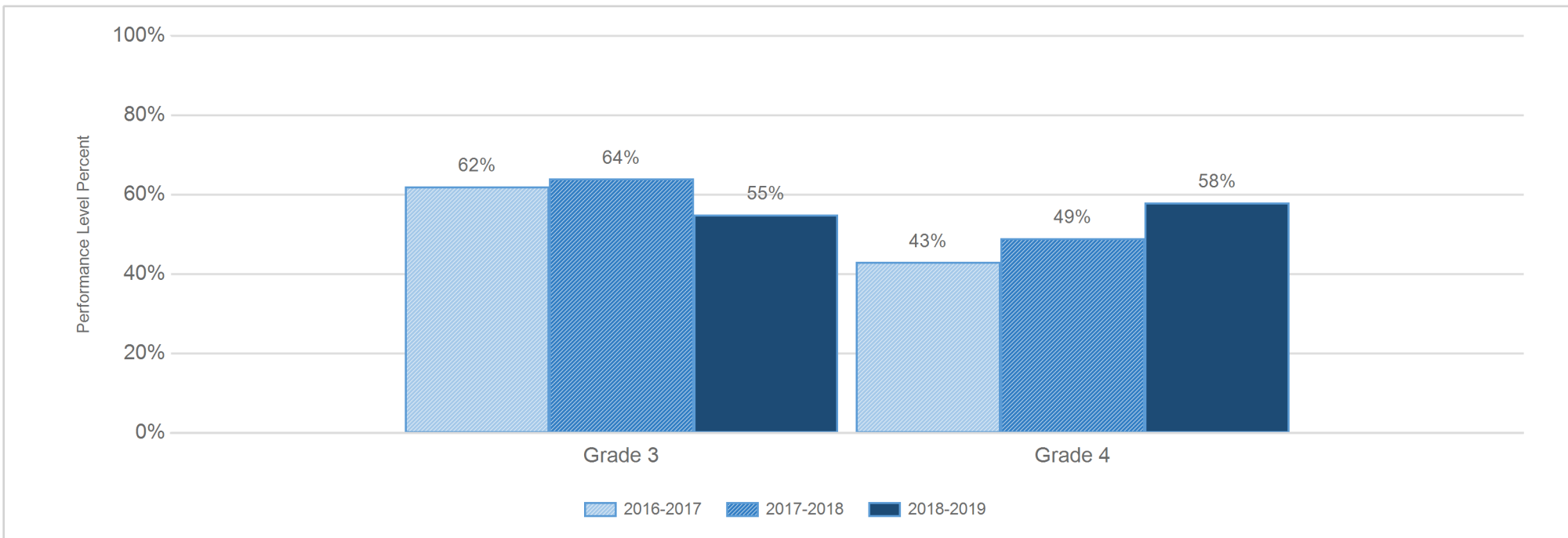
James Russell Lowell Elementary School
(03-5150-130)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	753	752	752	*	*	29%	*	*	55%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	35	760	754	739	*	*	*	*	*	69%	40%
Black or African American	23	740	745	735	*	*	*	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	38	748	748	751	*	*	29%	*	*	50%	54%
Male	38	759	756	752	*	*	29%	*	*	61%	56%
Economically Disadvantaged Students	35	748	746	737	*	*	34%	*	*	49%	37%
Non-Economically Disadvantaged Students	41	758	757	761	*	*	24%	*	*	61%	67%
Students with Disabilities	16	745	735	731	*	*	*	*	*	38%	31%
Students without Disabilities	60	755	758	756	*	*	*	*	*	60%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	76	753	*	754	*	*	29%	*	*	55%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	756	754	749	*	*	28%	*	*	58%	51%
White	*	*	760	757	*	*	*	*	*	*	62%
Hispanic	27	759	756	737	0%	*	*	74%	0%	74%	36%
Black or African American	25	742	745	731	*	*	*	*	*	36%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	749	753	749	*	*	*	*	*	50%	50%
Male	37	762	757	749	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	22	752	749	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	47	758	757	759	*	*	*	*	*	62%	63%
Students with Disabilities	17	745	741	726	*	*	*	*	*	47%	25%
Students without Disabilities	52	759	759	754	*	*	*	*	*	62%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	80.0%	20.0%
3-4	*	*	*
5 or more	*	*	*



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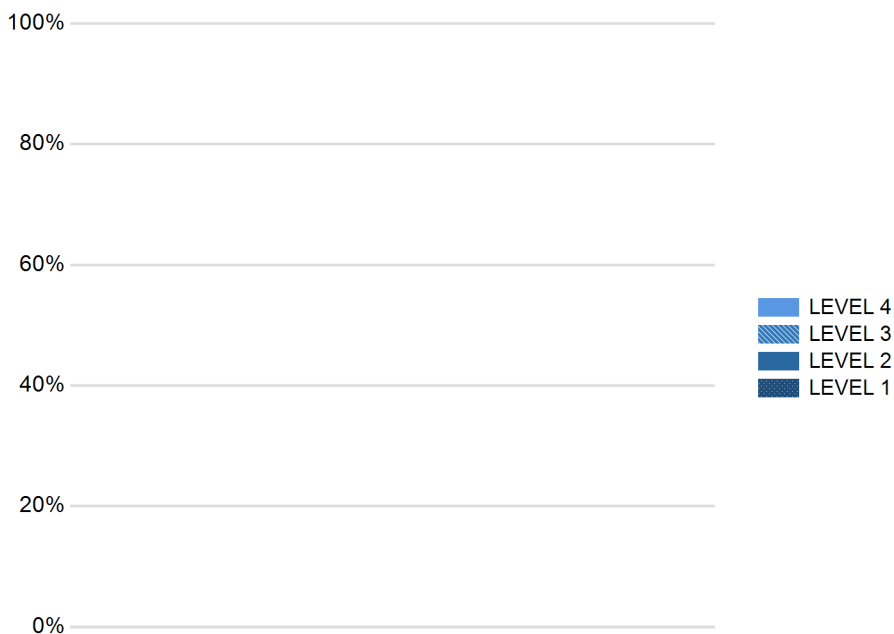
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

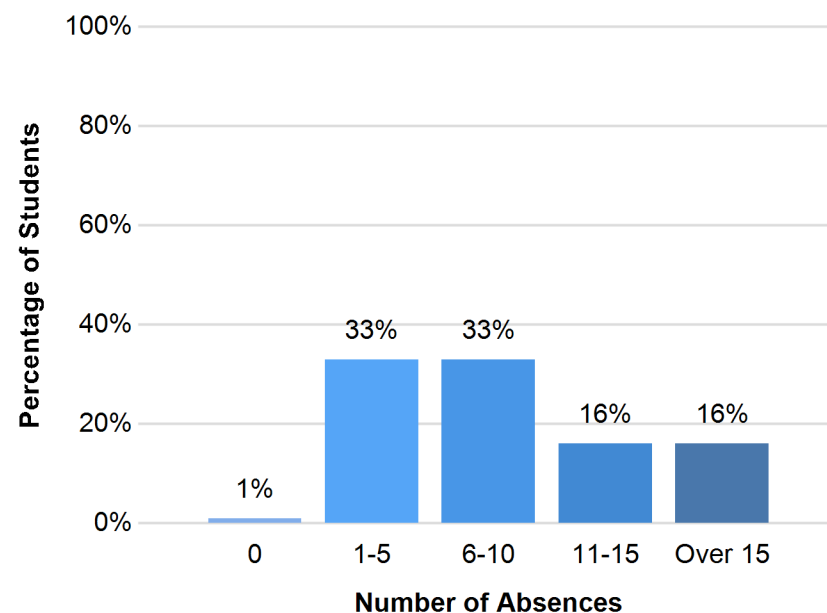
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	8.8	9.2	Met
White	2	5.6	9.2	Met
Hispanic	11	7.7	9.2	Met
Black or African American	10	9.1	9.2	Met
Asian, Native Hawaiian, or Pacific	6	14.0	9.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	9.6		
Male	14	8.0		
Economically Disadvantaged Students	17	11.3	9.2	Not Met
Students with Disabilities	10	12.7	9.2	Not Met
English Learners	1	7.7	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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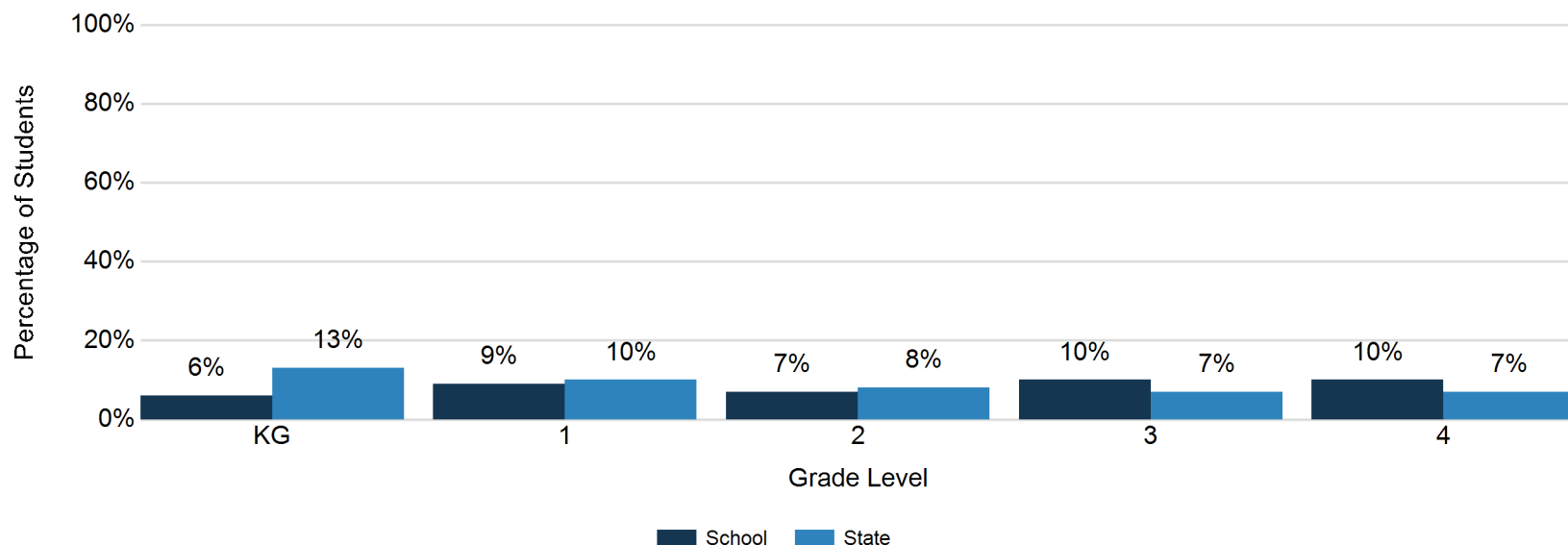
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	57.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	10:1
Students to Administrators	341:1	124:1
Teachers to Administrators	29:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	82.8%	0.0%	48.4%	77.1%	54.9%
Male	51.3%	17.2%	100.0%	51.6%	22.9%	45.1%
White	10.6%	51.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	41.6%	17.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	32.3%	17.2%	100.0%	15.0%	6.6%	13.9%
Asian	11.7%	13.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.4%



James Russell Lowell Elementary School
(03-5150-130)
Grades Offered: KG-04
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



James Russell Lowell Elementary School

(03-5150-130)

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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.3%	65.3%	67.9%
Math Proficiency	57.0%	53.2%	55.8%
ELA Growth	45	54	61
Math Growth	42	40	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		90.9%	*
Chronic Absenteeism	0.9%	1.1%	8.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- On the New Jersey Student Learning Assessments (NJSLA), the students exceeded the state-level performance on all subject area tests for all grades, highlighting its exceptional academic excellence.
- In its banner headline – READING DOESN'T STOP IN SUMMER – the Northern Valley Suburbanite featured the Lowell School Summer Read-a-thon Program and recognized Principal Green and the staff and student
- Prodigy, the web-based mathematics learning platform, which offers curriculum-aligned math skills to students in an engaging game-based interface named Lowell Elementary as the winner of its world wide



Mission, Vision, Theme:

Every year James Russell Lowell elementary provides an educational foundation to over 300 students from backgrounds as diverse as Africa, Asia, the Caribbean, Eastern Europe, and Latin America. Named after the abolitionist poet of the Civil War era, its mission is to educate and mentor every child by instilling an enduring passion for learning, the practice of personal virtues, and an understanding of civic values so as to actualize our district's motto – "The Teaneck Advantage: Academic Excellence for All."



Awards, Recognition, Accomplishments:

1. Lowell students exceeded state average scores on the NJSLA exam in all subject areas and for all grades highlighting its exceptional academic excellence within the school district. 2. The Northern Valley Suburbanite featured the Lowell School Summer Read-a-thon Program and recognized Principal Green and the staff and students of Lowell School for their commitment and dedication in the area of Reading when school is not in session. 3. Lowell Elementary was named the winner of Prodigy's world wide web Mathematics Tournament because Lowell students answered a total of 58,075 mathematics questions which was more than any other school.



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Courses, Curriculum,
Instruction:

Lowell's curriculum has developed further through more fully inclusive classrooms that accommodate the needs of all students through lesson planning, creative scheduling, and professional development. Lowell School has departmentalized instruction in the third and fourth grades which promotes the ability for teachers to plan more effectively in their subject areas and provide more differentiated instruction to further assist students.



Clubs and Activities:

Students at Lowell School enjoy participating in the Art Club, the Girl Scouts, the Math Club, and the Music Club.



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 <p>Before and After School Programs:</p>	<p>The Working Parents Association of Lowell School provides before and after school care based on a whole child approach. Teachers, administrators, counselors and support staff work together to meet the intellectual, social, behavioral and emotional needs of every child.</p>
 <p>Staff and Professional Learning:</p>	<p>As part of the Superintendent's Achievement Initiative, Lowell's teachers are receiving professional development from the University of Pittsburgh's Institute for Learning (IFL). The focus of the training is on providing teachers with the foundations of evidence-based learning so that their students have access to learning opportunities of the highest quality. Mr. Green, the school principal, also introduced social-emotional learning through the Growing Early Mindsets (GEM) program. Its essential proposition is the development of the general belief (or growth mindset) that one can improve oneself through effort and how the development of this growth mindset leads to a desire to learn and a tendency to embrace challenges, to persist in the face of setbacks, and to embrace effort as a path to mastery as students learn from criticism and mistakes. A growth mindset can also be an effective strategy toward decreasing the achievement gap by mitigating the effects of "stereotype threat" which</p>



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 <p>Student Supports and Services:</p>	<p>At Lowell School a range of supportive services are available to students. All students have access in school and at home to various educational software programs that address reading and mathematics difficulties. Two literacy coaches and two math coaches are employed to assist students and teachers. An ESL teacher, guidance counselor, and psychologist are available daily. An after-school literacy and math program is offered, and students also benefit from a multi-tiered support system using RTI.</p>
 <p>Student Health and Wellness:</p>	<p>Lowell School provides a free and reduced cost breakfast program to students. Students regularly participate in physical education, and every month students are motivated to perform fitness and competitive gym activities in order to win the coveted Golden Sneaker Award. A school guidance program is also available for students and provides regular counseling services to enhance problem solving skills and practice interpersonal skills as well as classroom lessons in character education.</p>
 <p>Parent and Community Involvement:</p>	<p>The Lowell PTO sponsors many fun and exciting events throughout the school year. The PTO has sponsored Pumpkin Celebrations, a Spelling Bee, the Lowell Book Fair, International Night, the Ice Cream Social, Movie Night, as well as Black history month activities. Lowell School also benefits from the reading volunteers at UJA/Bergen Reads, and children at Lowell School also participate in programs offered by the Girl Scouts of Bergen County, the Puffin Foundation, and Teaneck Community Education.</p>



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Technology and STEM:

Lowell School has initiated its Tower Garden STEM Project which covers key concepts in technology, bio-engineering, and mathematics. As students plant seeds, make measurements, and learn about hydroponics students not only develop their mathematics and science skills, but the entire community can benefit from what is grown in the tower garden.



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Other Information

Lowell School also meets the academic needs of students whose skill levels indicate that they require additional academic challenges through participation in the TAG (Teaneck Academically Gifted) Programs. TAG instruction encourages students to challenge their cognitive abilities as well as to explore the creative side of their personalities. These programs provide learning opportunities that help students identify and nurture their academic gifts.



John Greenleaf Whittier Elementary School

(03-5150-150)

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



John Greenleaf Whittier Elementary School

(03-5150-150)

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Mr. Pedro Valdes
Address	491 W ENGLEWOOD AVENUE TEANECK, NJ 07666
Phone Number	201-833-5535
Email Address	pvaldes@teaneckschools.org
Website	http://www.teaneckschools.org
Twitter	https://twitter.com/teaneckwhittier



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	18	18	15
1	81	74	87
2	81	83	74
3	74	77	85
4	102	77	81
Total	356	329	342

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.5%	45.9%	47.1%
Male	52.5%	54.1%	52.9%
Economically Disadvantaged Students	43.5%	43.5%	42.7%
Students with Disabilities	25.3%	26.4%	24.3%
English Learners	9.8%	5.5%	7.0%
Homeless Students	0.8%	0.9%	1.8%
Students in Foster Care	0.3%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.5%	15.8%	13.7%
Hispanic	41.3%	45.3%	43.9%
Black or African American	33.1%	27.7%	30.7%
Asian	9.3%	8.8%	8.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.6%
Two or More Races	2.2%	2.1%	2.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	18	18	15

Enrollment by Home Language

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

Home Language	% of Students
English	83.6%
Spanish	11.7%
Arabic	1.2%
Urdu	1.2%
Other Languages	2.3%



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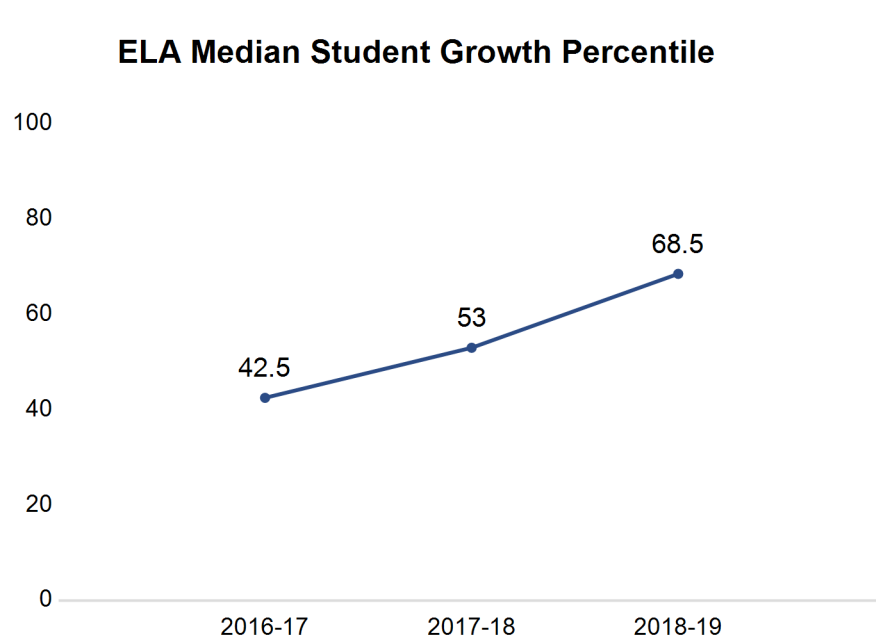
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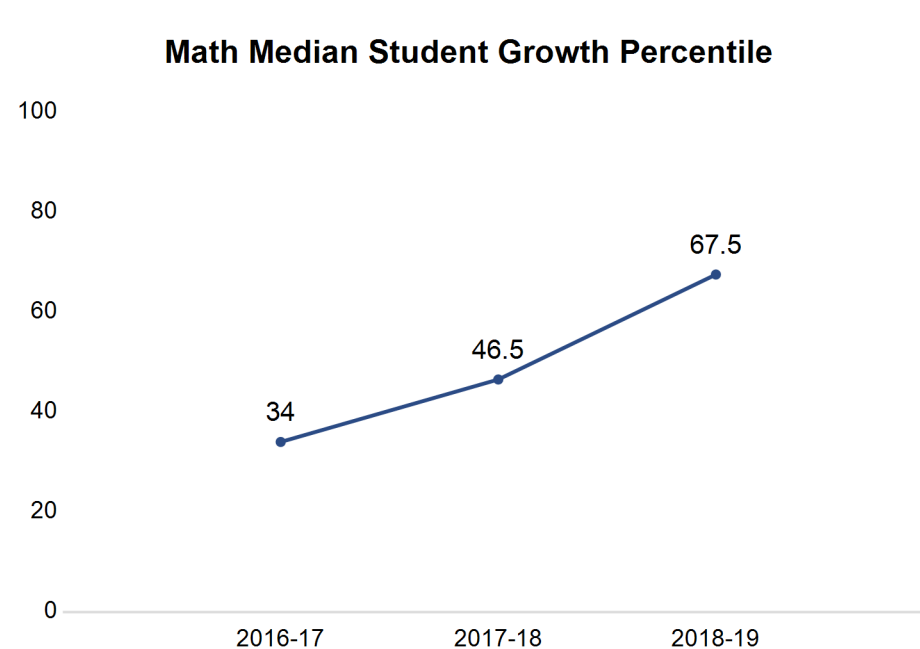
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42.5	53	68.5	34	46.5	67.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	68.5	51	50	Exceeds Standard	67.5	51	50	Exceeds Standard
White	77	50	50	**	56.5	52	52	**
Hispanic	68	52	49	Exceeds Standard	73	53	47	Exceeds Standard
Black or African American	55	51	45	**	62	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	52	59	**	*	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	56	52	**
Female	70.5	51	53	N	72	54	50	N
Male	66	51	47	N	62.5	49	51	N
Economically Disadvantaged Students	74	51	48	Exceeds Standard	72	50	46	Exceeds Standard
Students with Disabilities	31	48	43	**	52	50	45	**
English Learners	66	52	52	**	72	58	50	**
Homeless Students	N	46.5	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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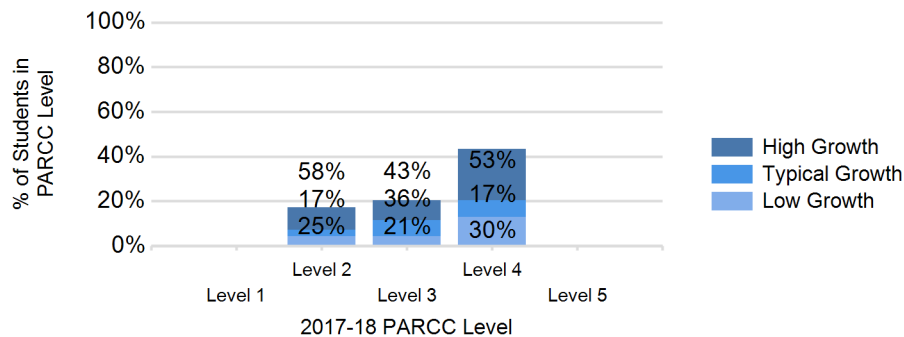
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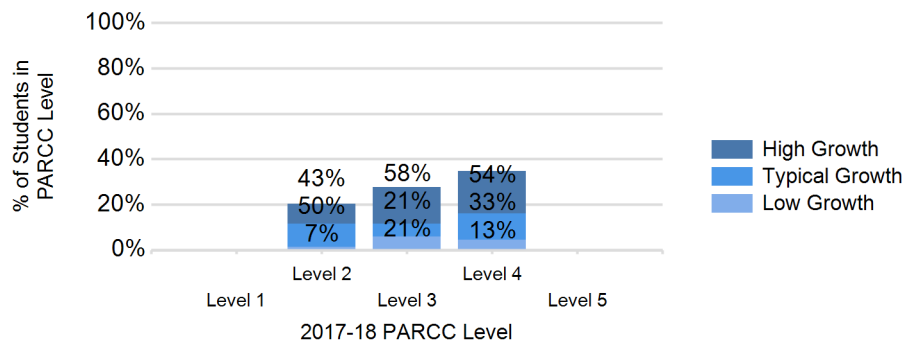
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



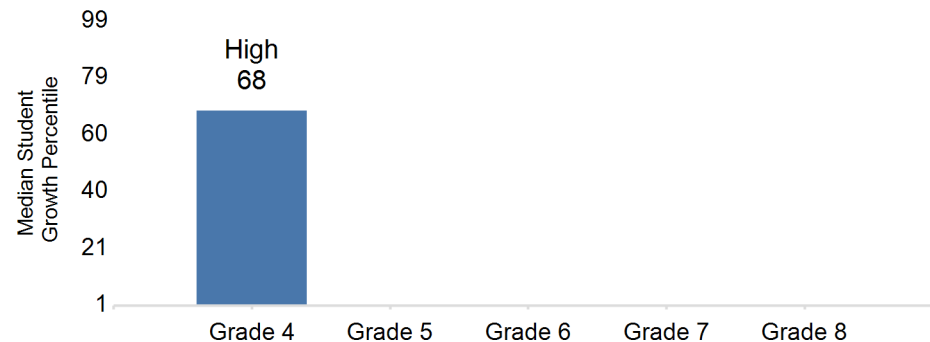
Math



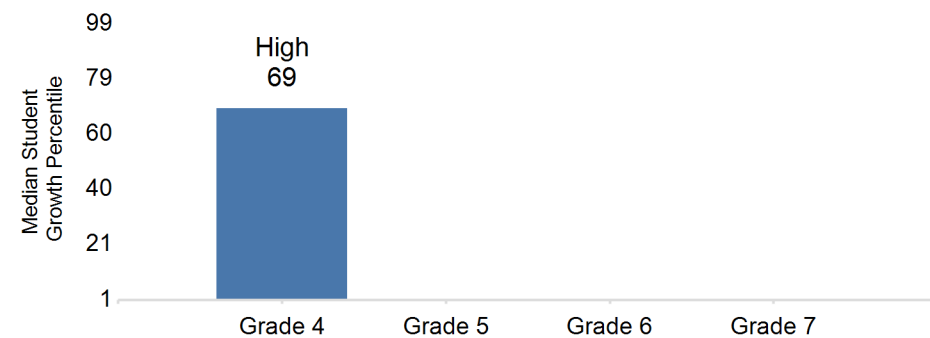
Student Growth by Grade

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

ELA



Math





John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

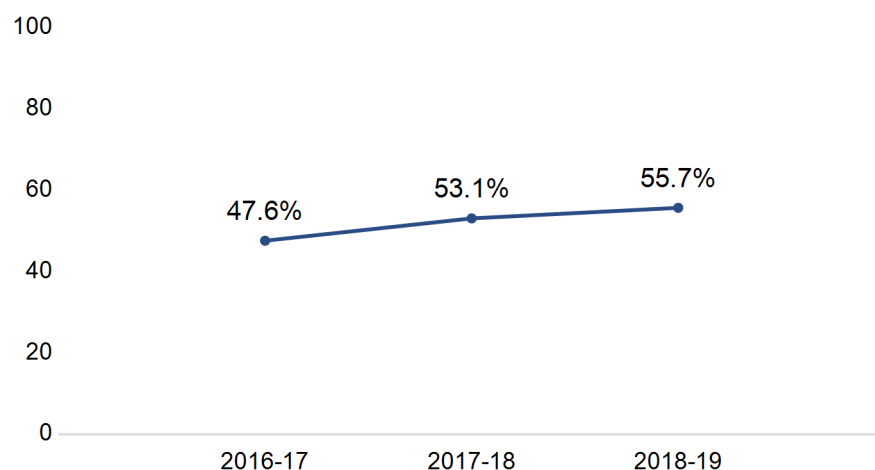
N No Data is available to display

† This indicates a table specific note, see note below table

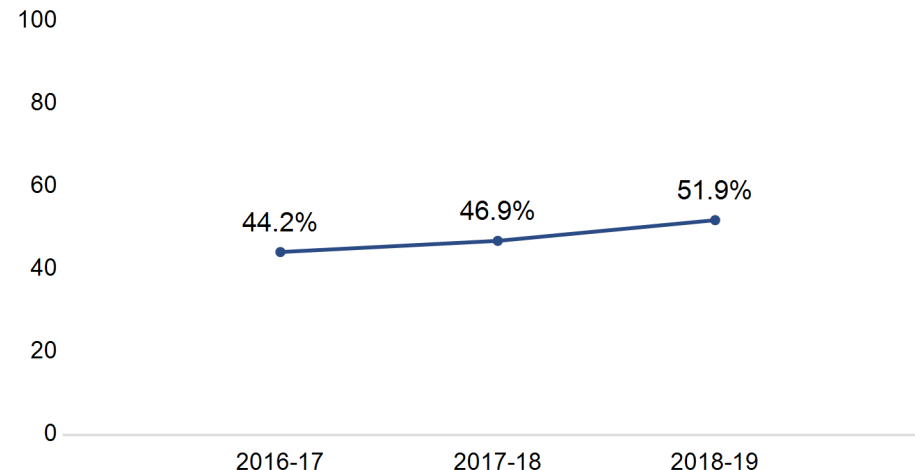
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	96.8%	95.9%	95.0%	96.8%	95.9%
Proficiency Rate for Federal Accountability	47.6%	53.1%	55.7%	44.2%	46.9%	51.9%
Annual Target	49.7%	51.3%	52.9%	46.1%	47.9%	49.7%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



John Greenleaf Whittier Elementary School
(03-5150-150)
Grades Offered: KG-04
2018-2019

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- N No Data is available to display
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	95.9	55.7	58.1	57.9	55.7	52.9	Met Target
White	20	87.5	40.0	69.4	66.9	36.5	52.6	Met Target†
Hispanic	78	98.7	62.8	56.8	43.9	62.8	50.3	Met Target
Black or African American	41	93.2	46.3	49.9	38.5	45.5	50.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.5	*	82.9	61.5	**	**
American Indian or Alaska Native	*	*	*	60.0	56.0	*	**	**
Two or More Races	*	*	*	68.1	64.4	*	**	**
Female	78	97.5	66.7	66.0	64.8	66.7		
Male	80	94.3	45.0	50.5	51.3	44.6		
Economically Disadvantaged Students	67	95.8	53.7	49.2	40.0	53.7	49.3	Met Target
Non-Economically Disadvantaged Students	91	95.9	57.1	63.1	67.9	57.1		
Students with Disabilities	43	93.7	25.6	27.1	22.7	25.2	19.1	Met Target
Students without Disabilities	115	96.7	67.0	69.3	65.1	67.0		
English Learners	24	100.0	41.7	42.3	29.3	41.7	47.2	Met Target†
Non-English Learners	134	95.2	58.2	59.2	60.6	58.2		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

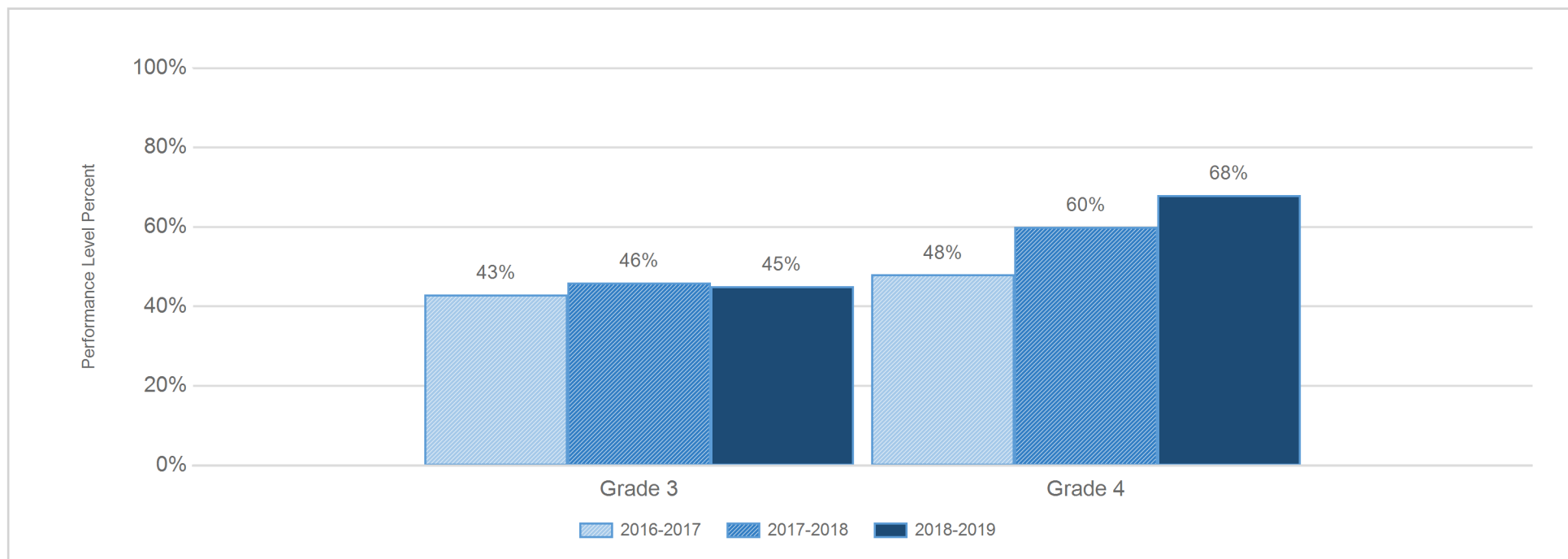
2018-2019

Report Key:

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- N** No Data is available to display
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	741	753	748	14%	17%	24%	*	*	45%	50%
White	10	714	*	757	*	*	*	*	*	30%	60%
Hispanic	40	745	754	734	*	*	28%	*	*	45%	36%
Black or African American	23	743	750	731	*	*	*	*	*	48%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	32	754	761	753	*	*	*	*	*	56%	55%
Male	52	734	747	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	41	740	747	731	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	43	743	758	759	*	*	*	*	*	47%	61%
Students with Disabilities	23	720	732	719	*	*	*	*	*	22%	24%
Students without Disabilities	61	750	760	754	*	*	*	*	*	54%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

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N No Data is available to display

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	766	764	755	*	*	17%	43%	25%	68%	57%
White	10	762	766	763	0%	*	*	*	*	50%	67%
Hispanic	39	770	765	743	*	*	*	*	*	82%	44%
Black or African American	18	758	762	739	*	*	*	*	*	44%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	768	766	760	*	*	*	*	*	74%	62%
Male	30	763	762	750	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	28	767	756	740	*	*	*	*	*	68%	40%
Non-Economically Disadvantaged Students	49	765	769	765	*	*	*	*	*	67%	69%
Students with Disabilities	21	736	743	725	*	*	*	*	*	29%	25%
Students without Disabilities	56	777	772	761	*	*	*	*	*	82%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	77	766	*	758	*	*	17%	43%	25%	68%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	158	95.9	51.9	42.6	44.5	51.9	49.7	Met Target
White	20	87.5	30.0	58.6	54.1	27.4	44.6	Not Met
Hispanic	78	98.7	56.4	42.7	28.8	56.4	55.3	Met Target
Black or African American	41	93.2	46.3	30.1	23.0	45.5	44	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	*	76.5	76.9	**	**
American Indian or Alaska Native	*	*	*	13.3	42.7	*	**	**
Two or More Races	*	*	*	44.7	53.3	*	**	**
Female	78	97.5	51.3	44.2	44.9	51.3		
Male	80	94.3	52.5	41.1	44.2	52.0		
Economically Disadvantaged Students	67	95.8	53.7	34.9	26.3	53.7	47.8	Met Target
Non-Economically Disadvantaged Students	91	95.9	50.5	47.0	54.9	50.5		
Students with Disabilities	43	93.7	20.9	*	17.4	20.6	23.8	Met Target†
Students without Disabilities	115	96.7	63.5	*	50.0	63.5		
English Learners	24	100.0	37.5	36.7	25.0	37.5	47.1	Met Target†
Non-English Learners	134	95.2	54.5	43.1	46.5	54.5		
Homeless Students	*	*	*	25.9	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

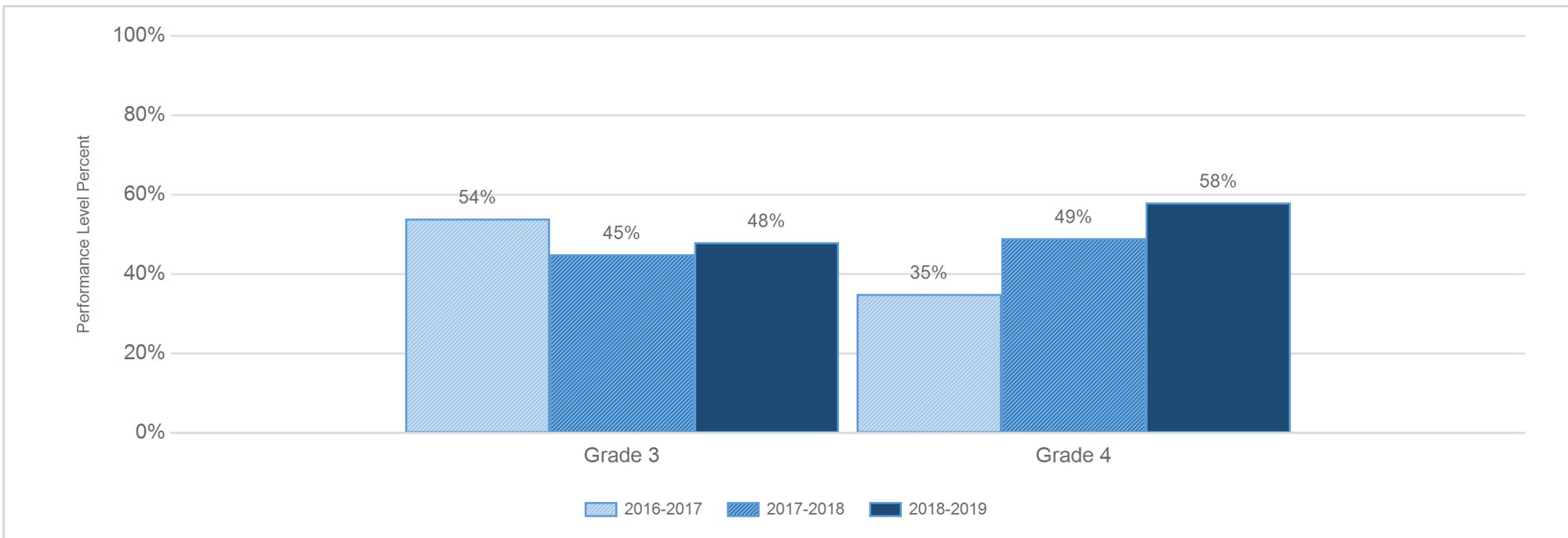
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	746	752	752	*	14%	30%	*	*	48%	55%
White	10	728	*	760	*	*	*	*	*	30%	66%
Hispanic	40	749	754	739	*	*	25%	*	*	50%	40%
Black or African American	23	747	745	735	0%	*	52%	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	742	748	751	*	*	38%	*	*	44%	54%
Male	52	748	756	752	*	*	25%	*	*	50%	56%
Economically Disadvantaged Students	41	745	746	737	*	*	32%	*	*	44%	37%
Non-Economically Disadvantaged Students	43	747	757	761	*	*	28%	*	*	51%	67%
Students with Disabilities	23	731	735	731	*	*	*	*	*	22%	31%
Students without Disabilities	61	752	758	756	*	*	*	*	*	57%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	756	754	749	*	13%	27%	*	*	58%	51%
White	10	747	760	757	0%	*	*	*	*	40%	62%
Hispanic	39	760	756	737	*	*	26%	*	*	64%	36%
Black or African American	18	748	745	731	0%	*	*	*	*	56%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	757	753	749	*	*	*	*	*	57%	50%
Male	30	755	757	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	28	757	749	734	*	*	*	*	*	68%	32%
Non-Economically Disadvantaged Students	49	755	757	759	*	*	*	*	*	53%	63%
Students with Disabilities	21	734	741	726	*	*	*	*	*	24%	25%
Students without Disabilities	56	764	759	754	*	*	*	*	*	71%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	77	756	*	751	*	13%	27%	*	*	58%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



John Greenleaf Whittier Elementary School

(03-5150-150)

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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	57.1%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	11	*	*
5 or more	*	*	*



John Greenleaf Whittier Elementary School
 (03-5150-150)
 Grades Offered: KG-04
 2018-2019

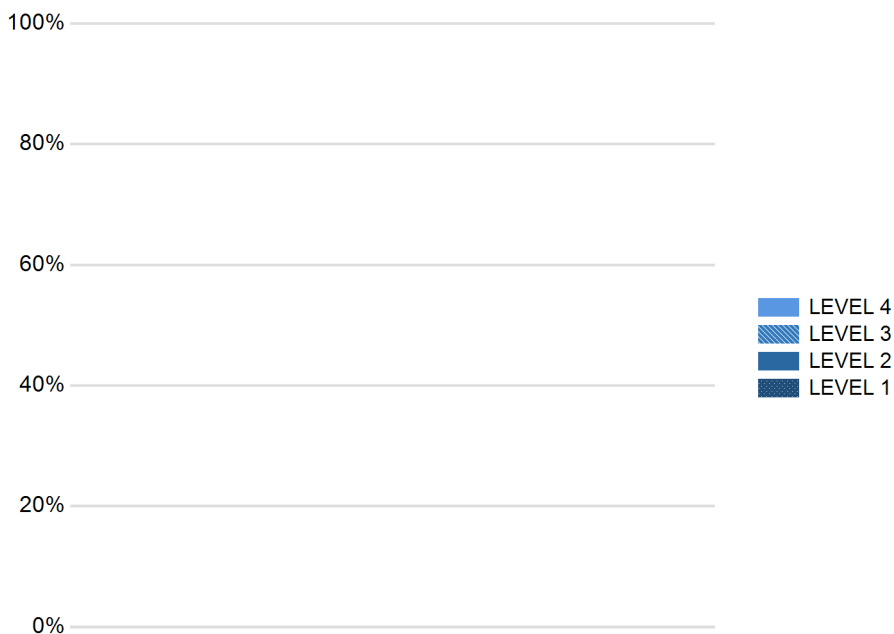
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



John Greenleaf Whittier Elementary School

(03-5150-150)

Grades Offered: KG-04

2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

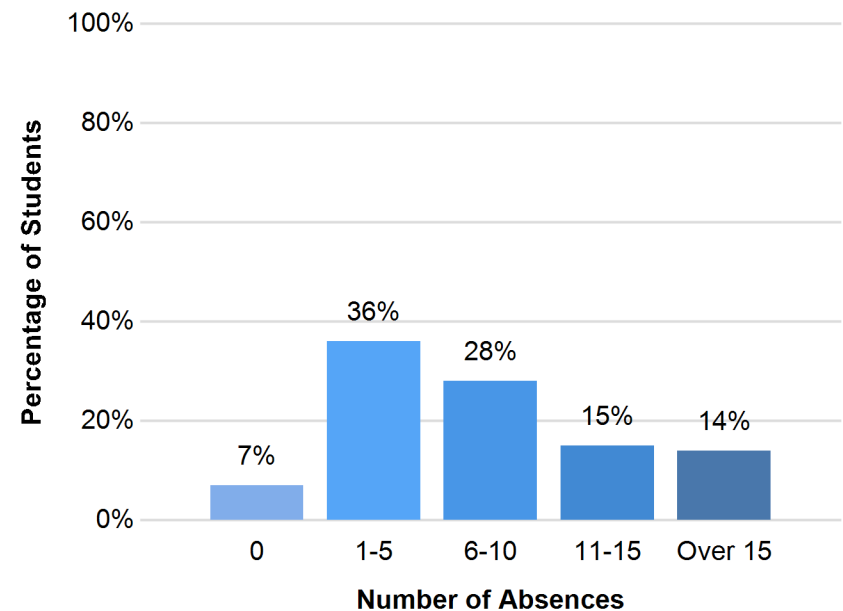
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	10.3	9.2	Not Met
White	2	3.8	9.2	Met
Hispanic	14	9.3	9.2	Not Met
Black or African American	9	8.4	9.2	Met
Asian, Native Hawaiian, or Pacific	10	35.7	9.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	11.6		
Male	17	9.2		
Economically Disadvantaged Students	18	12.3	9.2	Not Met
Students with Disabilities	9	10.0	9.2	Not Met
English Learners	7	29.2	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





John Greenleaf Whittier Elementary School
 (03-5150-150)
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 2018-2019

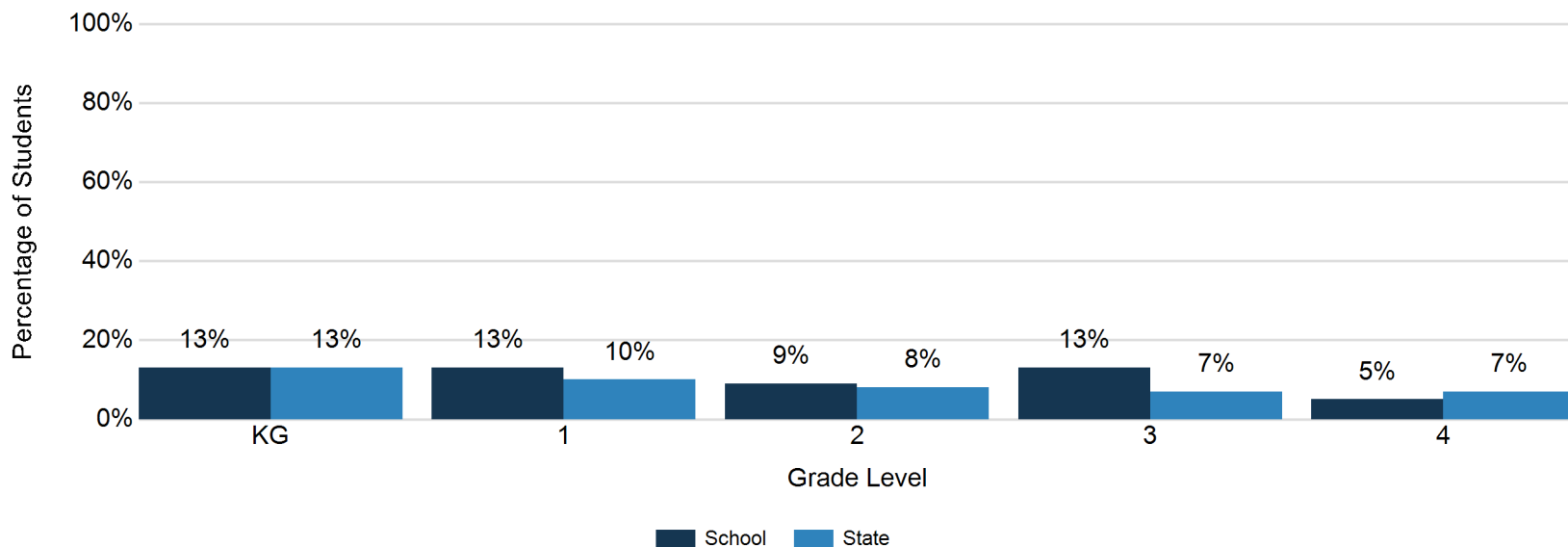
Report Key:

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.7:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	342:1	124:1
Teachers to Administrators	34:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	88.2%	0.0%	48.4%	77.1%	54.9%
Male	52.9%	11.8%	100.0%	51.6%	22.9%	45.1%
White	13.7%	70.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	43.9%	14.7%	100.0%	29.9%	7.3%	7.2%
Black or African American	30.7%	8.8%	0.0%	15.0%	6.6%	13.9%
Asian	8.2%	5.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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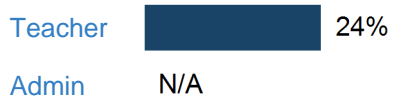
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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

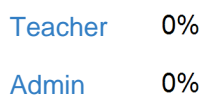
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.6%	53.1%	55.7%
Math Proficiency	44.2%	46.9%	51.9%
ELA Growth	42	53	68
Math Growth	34	46	68
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		81.8%	57.1%
Chronic Absenteeism	1.9%	2.7%	10.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Met Target	Not Met	No
White	Met Target†	Not Met	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	Not Met	No

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



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School Narrative

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



Highlights:

- Is proudly affiliated with the National Elementary Honor Society. Whittier School joined the Continental Math League, a nationally sponsored math competition designed to maximize student opportunities
- Creation of a project based thematic based summer enrichment project.
- 4th grade Ambassadors, Advanced Art Classes for 4th grade students. Hobby Quest after-school programs in Aviation and Magic.



Mission, Vision, Theme:

Committed to creating a safe, nurturing environment that encourages students to accept and find the best in themselves and others, challenge students to reach their full academic and personal potential and install a sense of responsibility and respect for themselves, school and community. A diverse curriculum is critical for the development of well-rounded students. All dimensions of a child's growth: social, emotional, physical and intellectual is valued.



Awards, Recognition, Accomplishments:

Implemented after-school Math & Literacy programs to provide supplemental academic support to students. Established a summer thematic based summer enrichment program for students that focused on recycling, community, architecture, engineering etc. Proudly affiliated with the National Elementary Honor Society. Worked closely with The Safe kids Bergen County, Teaneck Police and Fire Department, EZ Ride Safe Routes to School and Hackensack University Medical Center to offer a variety of school to community programs. Implemented Math & Literacy Nights for students and their families. Held a Junior Achievement Financial Literacy Program in association with KPMG and Teaneck High School Heroes for all students. Implemented a schoolwide PBIS (Positive Behavior Intervention and Support) program to create and maintain a safe and effective learning environment. Whittier School was awarded a \$1,000 grant from the BCUA to implement/increase environmental awareness among the students of Whittier Scho



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Courses, Curriculum, Instruction:

In accordance with the New Jersey State Standards, the Whittier Elementary School and The Teaneck School District have adopted the Go Math 2012, Science Dimensions and Balanced Literacy Programs as curriculum resources. An advanced art class has been added for 4th gr. students. TAG continues to introduce students to project based learning activities that encourage global and higher order thinking. Whittier is now affiliated with the National Elementary Honor Society.



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 <p>Before and After School Programs:</p>	<p>Whittier School has implemented a number of after-school math & literacy programs that allow students supplemental academic support by incorporating teacher best practices, technology and multi-sensory strategies. Students are chosen for these programs based on a range of criteria including, but not limited to, teacher recommendation, PARCC scores Level 2 or 3 on the Mathematics and/or English Language Arts assessments (Grade 4) etc.</p>
 <p>Staff and Professional Learning:</p>	<p>Focused on math curriculum revision, pacing, policies for gifted and talented students, strategies to increase student achievement, identification/assistance to struggling readers through multi-sensory techniques to reduce student stress. Additional opportunities for staff to learn techniques through observation and modeling for fellow colleagues were instituted. Grade level meetings were created to be teacher center, teacher created, and allowed frequent collegial dialogue.</p>



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 <p>Student Supports and Services:</p>	<p>Offers a diverse selection of programs to match the diverse need of its students. Students who are new to the English language are offered English Language Learners classes that assist with the acquisition of the target Language. Students with IEPs are afforded a multitude of classrooms to meet their specific classifications: Learning Language Disabled, Multiply Disabled, Behavior Disorder and Resource. The Outreach Counselor and Child Study Team offer individual and group counseling. Care Plus opened an office on site to offer individual, group and family counseling services.</p>
 <p>Student Health and Wellness:</p>	<p>Whittier students receive physical education and recess on a regular basis; a healthy lifestyle is a daily focus. Assembly programs were presented to students throughout the course of the year that focused specifically on exercise, diet, healthy habits, social and emotional growth, character education etc.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Teacher Organization assisted in a variety of ways: Spring Someone Special Dance, Harvest Festival, 3rd/4th grade ice cream social, movie nights, book fairs, fall festival and the 4th Grade trip to Fountain Springs Country Club. They contributed to many of our student field trips, including Metropolitan Museum of Art, Newark Museum and Storm King. Partnerships were created with the Bergen Reads, Hackensack University Medical Center, Teaneck Police and Fire Dept., Farleigh Dickinson Women Basketball and the Mens Soccer Programs.</p>



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School Narrative

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

 <p>Climate Surveys:</p>	<p>Who is surveyed: Parents, Administrators, Teachers A school climate survey was distributed at the end of the 2018-2019 school year. The PBIS (Positive Behavior Intervention Services) program was established in 2017 to address some of the areas of focus as identified by the survey results.</p>
 <p>Facilities:</p>	<p>The Whittier Elementary School was built in 1923 at 491 West Englewood Avenue, named after Mr. John Greenleaf Whittier a "Fireside Poet". The school is currently home to over 355 students from a variety of different backgrounds creating a very diverse population. Whittier School underwent a transformation with the completion of an addition in 1997-1998 which added additional classrooms, a new library/media center and cafeteria.</p>

**Nathaniel Hawthorne Elementary School**

(03-5150-110)

Grades Offered: KG-04

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Nathaniel Hawthorne Elementary School

(03-5150-110)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Ms. Natasha Pitt
Address	201 FYCKE LANE TEANECK, NJ 07666
Phone Number	201-833-5540
Email Address	npitt@teaneckschools.org
Website	http://www.teaneckschools.org



Nathaniel Hawthorne Elementary School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	19	15	18
1	61	65	69
2	84	69	67
3	65	85	78
4	86	69	90
Total	315	303	322

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.2%	50.2%	50.9%
Male	49.8%	49.8%	49.1%
Economically Disadvantaged Students	41.3%	42.9%	36.3%
Students with Disabilities	20.0%	23.1%	23.9%
English Learners	9.8%	3.6%	5.3%
Homeless Students	0.6%	1.0%	1.9%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.0%	11.6%	13.0%
Hispanic	36.8%	38.3%	37.0%
Black or African American	28.6%	30.4%	28.0%
Asian	16.8%	15.2%	15.8%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	3.5%	4.3%	5.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	19	15	18

Enrollment by Home Language

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

Home Language	% of Students
English	88.5%
Spanish	6.8%
Urdu	1.6%
Other Languages	3.1%



Nathaniel Hawthorne Elementary School
 (03-5150-110)
 Grades Offered: KG-04
 2018-2019

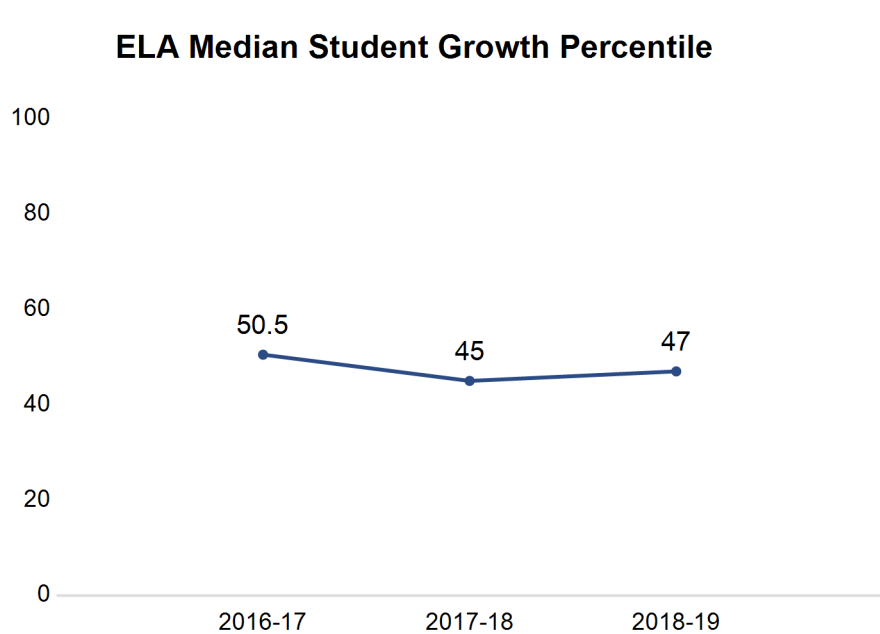
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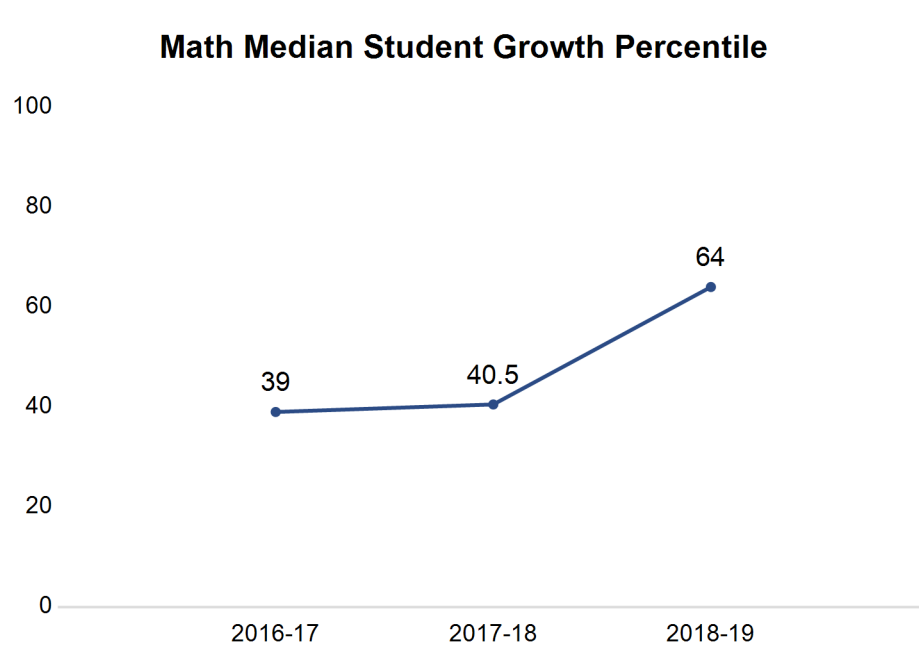
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	45	47	39	40.5	64
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	51	50	Met Standard	64	51	50	Exceeds Standard
White	*	50	50	**	*	52	52	**
Hispanic	47	52	49	Met Standard	64	53	47	Exceeds Standard
Black or African American	43	51	45	Met Standard	48	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	49	52	59	**	70	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	53	49	**	*	56	52	**
Female	45.5	51	53	N	64.5	54	50	N
Male	47	51	47	N	63	49	51	N
Economically Disadvantaged Students	37.5	51	48	Not Met	69.5	50	46	Exceeds Standard
Students with Disabilities	35.5	48	43	**	74	50	45	**
English Learners	*	52	52	**	*	58	50	**
Homeless Students	*	46.5	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Nathaniel Hawthorne Elementary School
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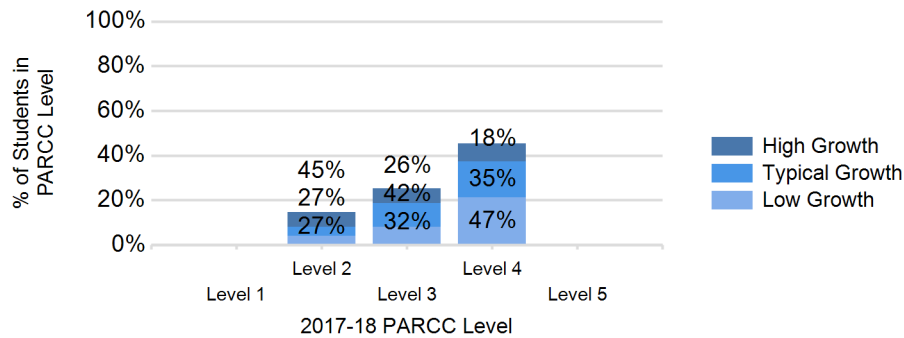
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

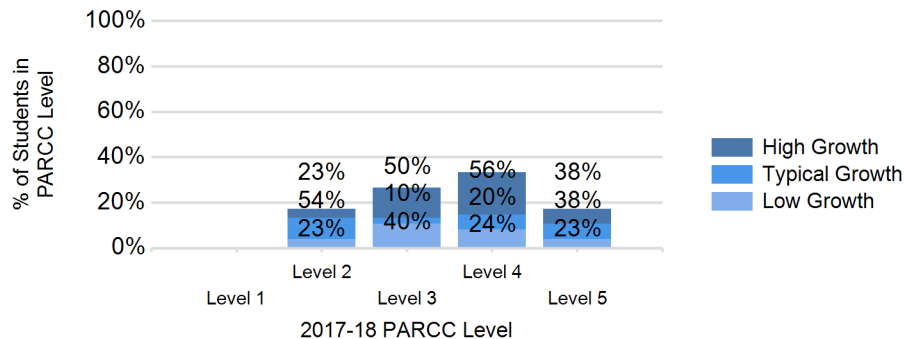
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



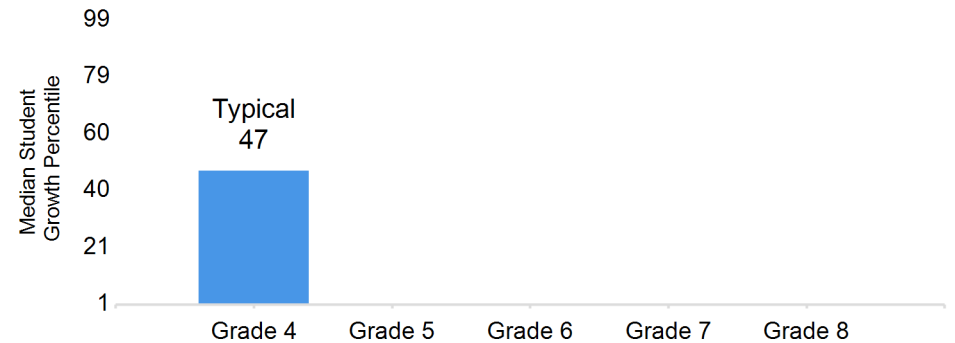
Math



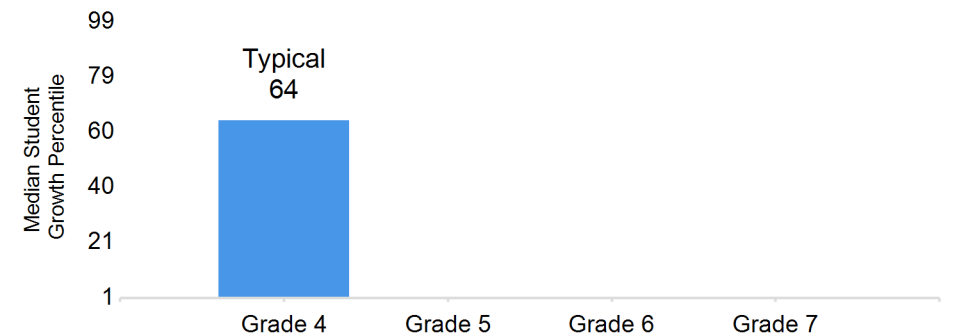
Student Growth by Grade

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

ELA



Math





Nathaniel Hawthorne Elementary School

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2018-2019

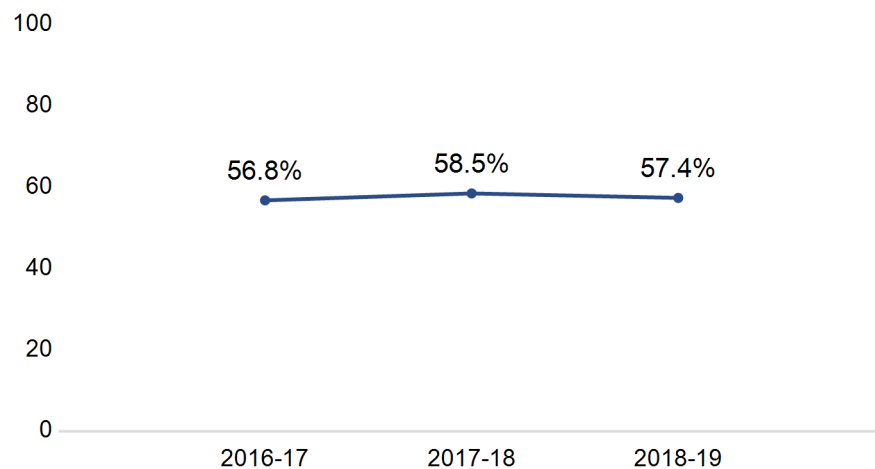
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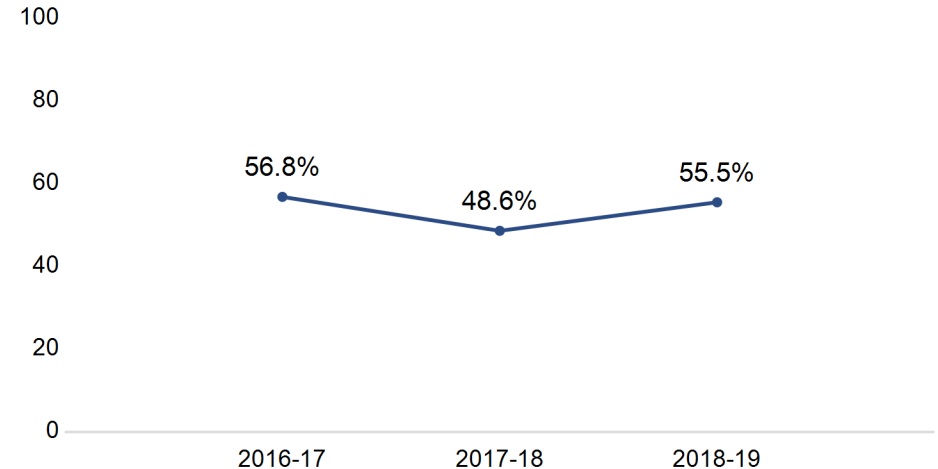
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	97.4%	95.3%	98.0%	97.4%	95.3%
Proficiency Rate for Federal Accountability	56.8%	58.5%	57.4%	56.8%	48.6%	55.5%
Annual Target	65.7%	66.5%	67.3%	56.9%	58.1%	59.3%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Nathaniel Hawthorne Elementary School

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	95.3	57.4	58.1	57.9	57.4	67.3	Not Met
White	27	100.0	59.3	69.4	66.9	59.3	N	N
Hispanic	54	94.9	50.0	56.8	43.9	50.0	64	Not Met
Black or African American	45	92.3	55.6	49.9	38.5	53.6	55.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	80	Met Target†
American Indian or Alaska Native	N	N	N	60.0	56.0	N	**	**
Two or More Races	*	*	*	68.1	64.4	*	**	**
Female	89	97.9	55.1	66.0	64.8	55.1		
Male	66	92.0	60.6	50.5	51.3	59.3		
Economically Disadvantaged Students	60	95.4	40.0	49.2	40.0	40.0	58.3	Not Met
Non-Economically Disadvantaged Students	95	95.2	68.4	63.1	67.9	68.4		
Students with Disabilities	42	95.7	45.2	27.1	22.7	45.2	48.1	Met Target†
Students without Disabilities	113	95.1	61.9	69.3	65.1	61.9		
English Learners	17	90.0	41.2	42.3	29.3	40.9	N	N
Non-English Learners	138	96.0	59.4	59.2	60.6	59.4		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Nathaniel Hawthorne Elementary School

(03-5150-110)

Grades Offered: KG-04

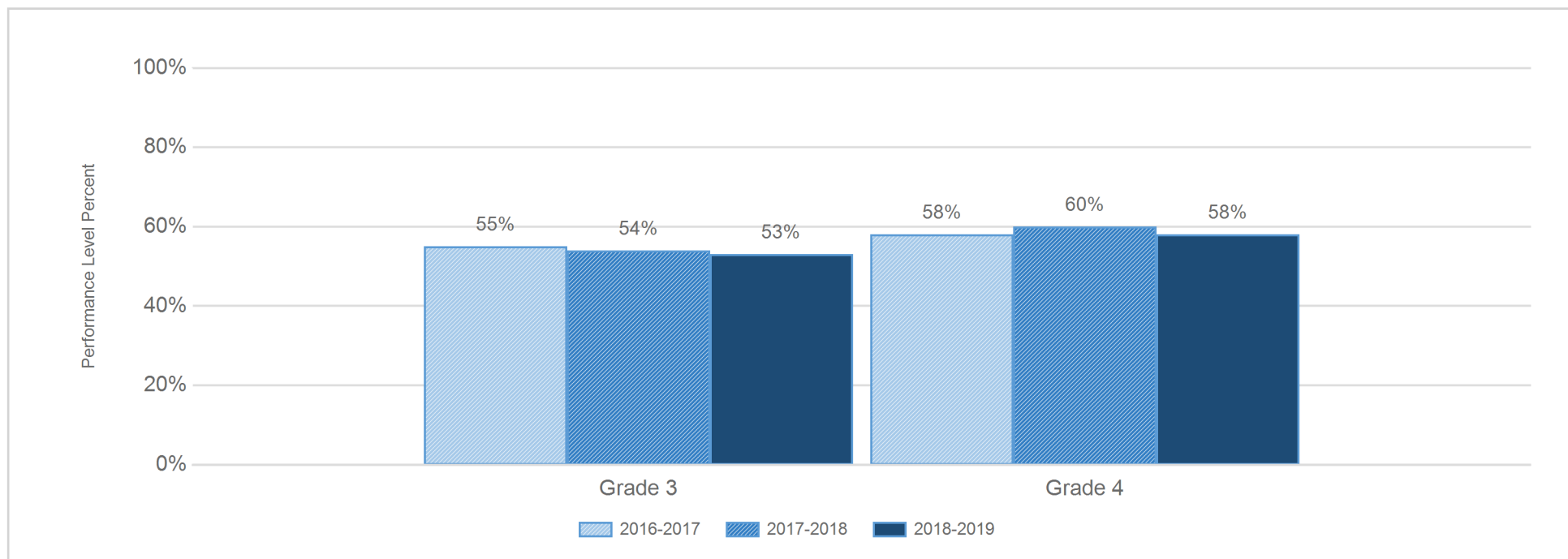
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	756	753	748	*	*	26%	*	*	53%	50%
White	15	771	*	757	0%	*	*	*	*	67%	60%
Hispanic	33	750	754	734	*	*	*	*	*	48%	36%
Black or African American	16	759	750	731	*	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	37	762	761	753	*	*	*	*	*	51%	55%
Male	37	751	747	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	28	745	747	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	46	763	758	759	*	*	*	*	*	59%	61%
Students with Disabilities	20	729	732	719	*	*	*	*	*	30%	24%
Students without Disabilities	54	767	760	754	*	*	*	*	*	61%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	755	764	755	*	14%	24%	*	*	58%	57%
White	*	*	766	763	*	*	*	*	*	*	67%
Hispanic	23	746	765	743	*	*	*	*	*	52%	44%
Black or African American	29	754	762	739	*	*	*	*	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	15	759	766	779	0%	*	*	*	*	73%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	53	756	766	760	*	*	*	*	*	57%	62%
Male	31	752	762	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	31	740	756	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	53	763	769	765	*	*	*	*	*	72%	69%
Students with Disabilities	21	745	743	725	*	*	*	*	*	52%	25%
Students without Disabilities	63	758	772	761	*	*	*	*	*	60%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	84	755	*	758	*	14%	24%	*	*	58%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	95.3	55.5	42.6	44.5	55.5	59.3	Met Target†
White	27	100.0	77.8	58.6	54.1	77.8	N	N
Hispanic	54	94.9	50.0	42.7	28.8	50.0	57.1	Met Target†
Black or African American	45	92.3	46.7	30.1	23.0	45.0	50.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	77.7	Met Target†
American Indian or Alaska Native	N	N	N	13.3	42.7	N	**	**
Two or More Races	*	*	*	44.7	53.3	*	**	**
Female	89	97.9	50.6	44.2	44.9	50.6		
Male	66	92.0	62.1	41.1	44.2	60.7		
Economically Disadvantaged Students	60	95.4	41.7	34.9	26.3	41.7	48.7	Met Target†
Non-Economically Disadvantaged Students	95	95.2	64.2	47.0	54.9	64.2		
Students with Disabilities	42	95.7	47.6	*	17.4	47.6	43.9	Met Target
Students without Disabilities	113	95.1	58.4	*	50.0	58.4		
English Learners	17	90.0	23.5	36.7	25.0	23.3	N	N
Non-English Learners	138	96.0	59.4	43.1	46.5	59.4		
Homeless Students	*	*	*	25.9	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Nathaniel Hawthorne Elementary School

(03-5150-110)

Grades Offered: KG-04

2018-2019

Report Key:

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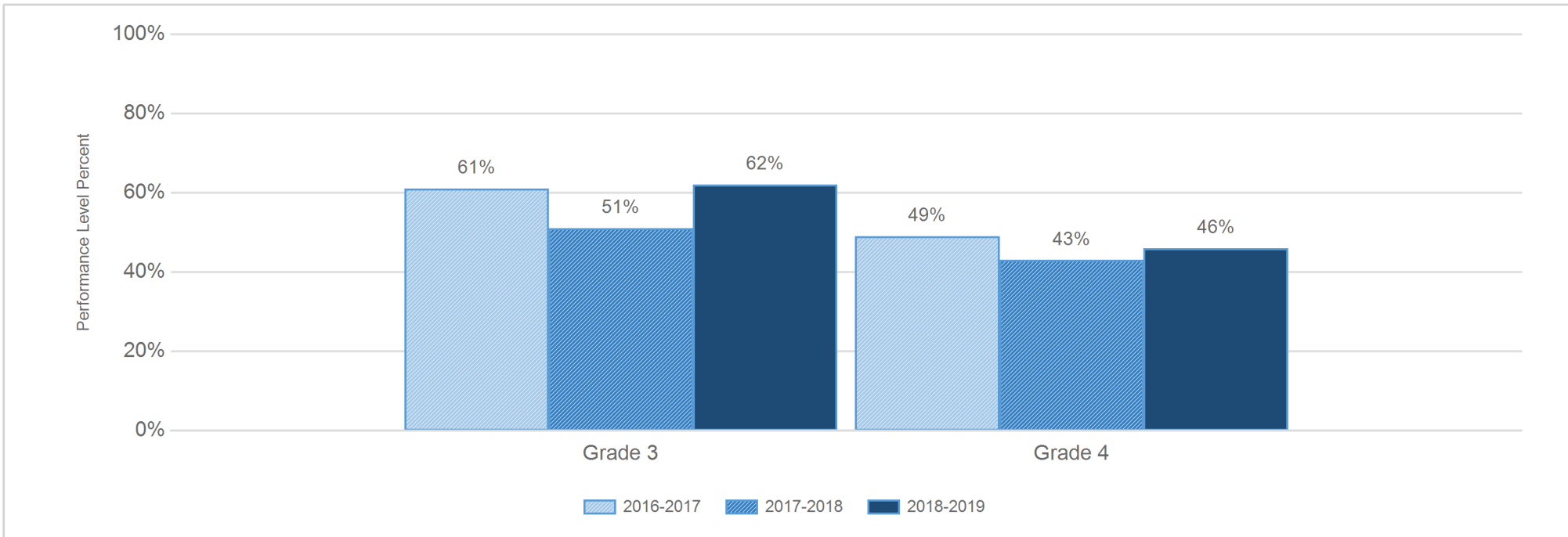
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Nathaniel Hawthorne Elementary School
(03-5150-110)
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	758	752	752	*	*	18%	43%	19%	62%	55%
White	15	772	*	760	*	*	0%	*	*	87%	66%
Hispanic	33	752	754	739	*	*	*	*	*	58%	40%
Black or African American	16	751	745	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	37	753	748	751	*	*	*	*	*	57%	54%
Male	37	763	756	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	28	745	746	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	46	766	757	761	*	*	*	*	*	74%	67%
Students with Disabilities	20	733	735	731	*	*	*	*	*	40%	31%
Students without Disabilities	54	767	758	756	*	*	*	*	*	70%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	752	754	749	*	17%	31%	*	*	46%	51%
White	*	*	760	757	*	*	*	*	*	*	62%
Hispanic	23	748	756	737	*	*	43%	*	*	35%	36%
Black or African American	29	745	745	731	*	*	*	*	*	38%	29%
Asian, Native Hawaiian, or Pacific Islander	15	765	767	776	*	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	53	751	753	749	*	*	*	*	*	43%	50%
Male	31	753	757	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	31	741	749	734	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	53	758	757	759	*	*	*	*	*	53%	63%
Students with Disabilities	21	746	741	726	*	*	*	*	*	48%	25%
Students without Disabilities	63	754	759	754	*	*	*	*	*	46%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	84	752	*	751	*	17%	31%	*	*	46%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	84.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	63.6%	36.4%
3-4	*	*	*
5 or more	*	*	*



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 2018-2019

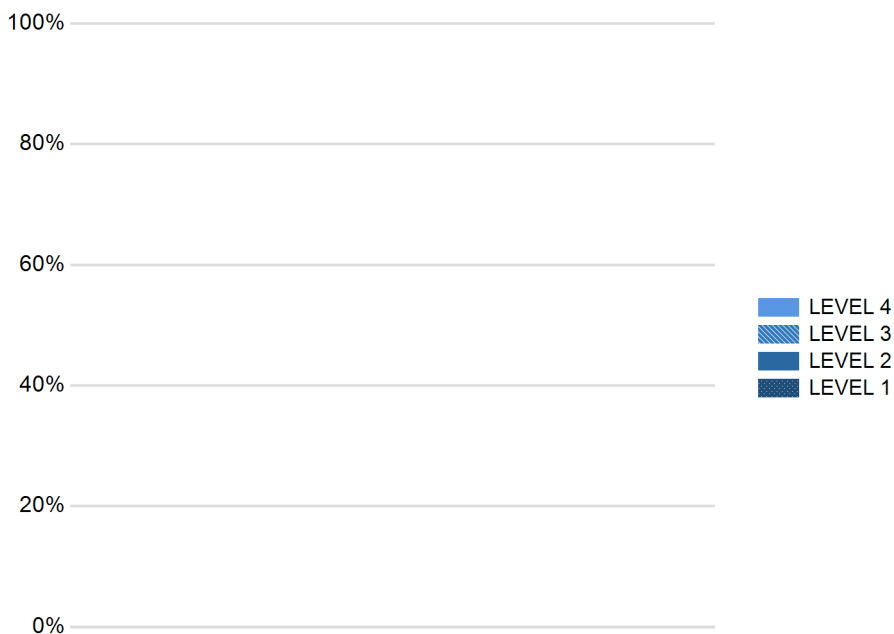
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

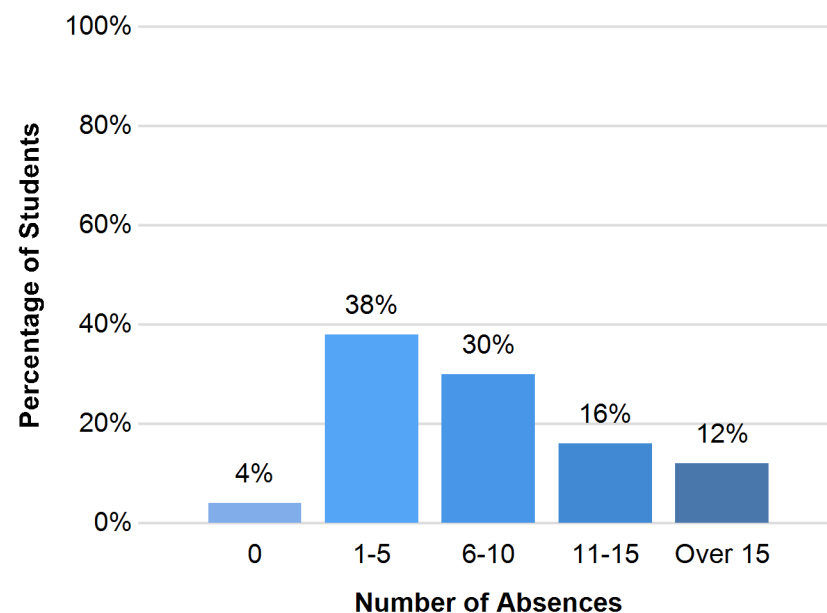
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	7.1	9.2	Met
White	2	4.8	9.2	Met
Hispanic	11	9.3	9.2	Not Met
Black or African American	3	3.3	9.2	Met
Asian, Native Hawaiian, or Pacific	5	9.6	9.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	17	10.4		
Male	6	3.8		
Economically Disadvantaged Students	12	10.1	9.2	Not Met
Students with Disabilities	7	9.0	9.2	Met
English Learners	1	5.9	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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2018-2019

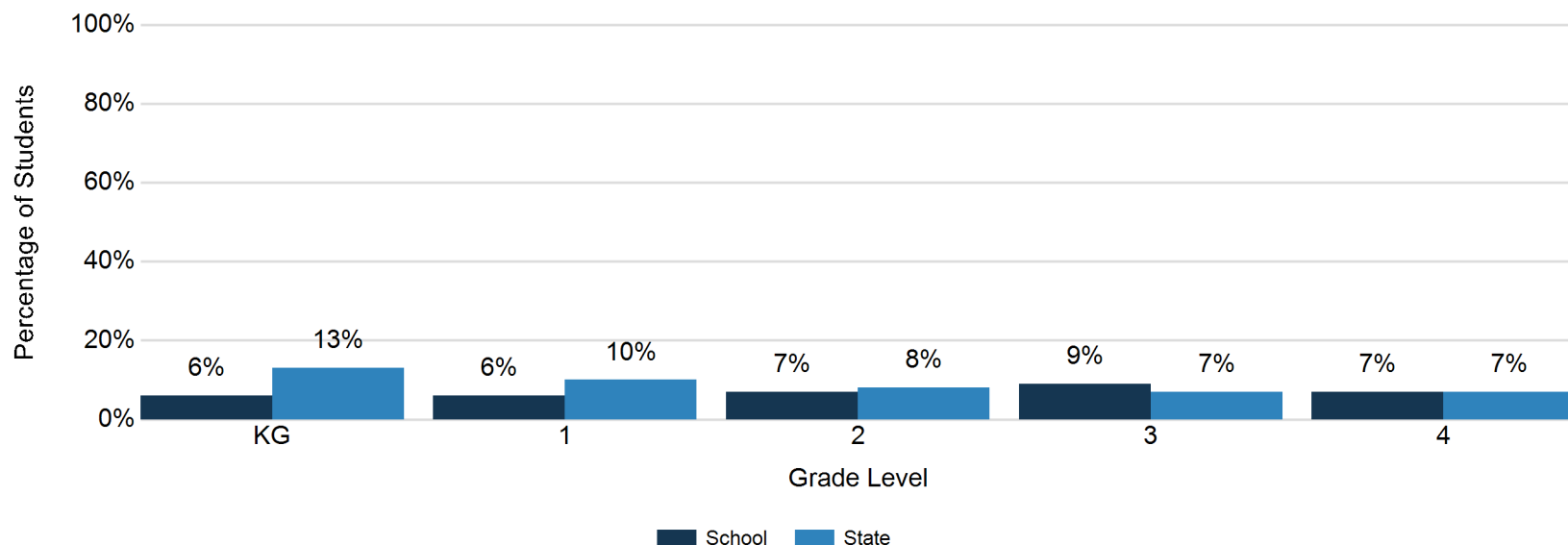
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	71.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	322:1	124:1
Teachers to Administrators	31:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.9%	93.5%	0.0%	48.4%	77.1%	54.9%
Male	49.1%	6.5%	100.0%	51.6%	22.9%	45.1%
White	13.0%	67.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.0%	9.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.0%	19.4%	0.0%	15.0%	6.6%	13.9%
Asian	15.8%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 29%

Admin N/A

Master's Degree

Teacher 71%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.8%	58.5%	57.4%
Math Proficiency	56.8%	48.6%	55.5%
ELA Growth	50	45	47
Math Growth	39	40	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	84.6%
Chronic Absenteeism	1.3%	1.3%	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Nathaniel Hawthorne Elementary School

(03-5150-110)

Grades Offered: KG-04

2018-2019

Report Key:

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Nathaniel Hawthorne Elementary School

(03-5150-110)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Met Standard	Exceeds Standard	**	Met	No
White	N	N	**	**	n/a	Met	No
Hispanic	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Met	No
English Learners	N	N	**	**	**	**	No

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



Nathaniel Hawthorne Elementary School

(03-5150-110)

Grades Offered: KG-04

2018-2019

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School Narrative

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



Highlights:

- Rigorous curriculum - High quality individualized instruction - A dynamic commitment to excellence.
- National Elementary Honor Society - Student Council - Peer Mediators - Safety Patrol - Choir - Instrumental - World Language - Scripps Spelling Bee, Game Leaders.
- Community Garden Project - Rain Water Collection Project - Greenhouse Visits - Community Involvement.



Mission, Vision, Theme:

Hawthorne Elementary School is a place where academic excellence, personal integrity, diverse perspectives and meaningful relationships thrive in a safe, respectful, nurturing, and intellectually stimulating environment. The faculty is dedicated, professional, and committed to the values of hard work, high academic rigor, and fair play. Our lessons and programs reflect high standards, differentiated/thematic instruction, diverse perspectives, and support for all children.



Awards, Recognition, Accomplishments:

Lisa Brown received the Teacher of the Year recognition. Ivy Stern received the Educational Services Professional of the Year award.



Nathaniel Hawthorne Elementary School

(03-5150-110)

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Courses, Curriculum, Instruction:

The curriculum for grades Kindergarten through four is aligned with the State of New Jersey Student Learning Standards and includes literacy, mathematics, science, social studies, fine and performing arts, physical education, world language, and technology.



Clubs and Activities:

Hawthorne School celebrates learning in many ways. Some of the celebrations and programs that the children participate in are: Reading Buddies, Family Night, Book Fair, Monthly Respect Dances, charity efforts and cultural celebrations. Additionally, students can be involved in the National Elementary Honor Society, Safety Patrol Team, Peer Mediators, Game Leaders, the Food Advisory Committee, and Student Council. Six to eight Parent Engagement/Involvement Nights are held annually focused on such topics as instruction and learning, study skills and organization, character development, and social/emotional issues.



Nathaniel Hawthorne Elementary School

(03-5150-110)

Grades Offered: KG-04



2018-2019

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 <p>Before and After School Programs:</p>	<p>A Title I Program is offered after school, two days per week, to eligible students of grades K through 4. The program focuses on Math and ELA for grades K through 4. A Title I summer program, focusing on math and literacy, is also offered for grades K - 4. Girls Circle and Boys Council, 6 sessions each, provided by Ms. Brantley and the Guidance Department. Hobby Quest Aviators and Hobby Quest Magicians, 10 sessions each, run through Community Education. Girl Scout STEAM Program, 6 sessions, sponsored by Bergen County Girls Scout Council.</p>
 <p>Staff and Professional Learning:</p>	<p>Hawthorne School values quality teacher development and improving instructional practices. To that end, professional development focuses on the needs of learners and promoting instructional improvement to meet those needs. Staff members engage in professional learning throughout the school year with colleagues in faculty meetings, grade and content area meetings, in-service offerings, and articulation.</p>



Nathaniel Hawthorne Elementary School

(03-5150-110)

Grades Offered: KG-04




2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>Programs, services, and interventions are student centered. Staff and administration utilize differentiated approaches to meet students' academic, social and emotional success. Hawthorne School implements the Harassment Intimidation and Bullying policy in accordance with legislation and board policy. We focus on character education traits and expectations of students through teaching responsibility. Our motto, "Make it a great day, or not..The choice is yours!" is embedded in our culture.</p>
 <p>Student Health and Wellness:</p>	<p>To promote healthy eating and activity habits, fourth grade students receive a "Team Up at Home Team Nutrition Activity Book." Fourth grade students participate in the Health Office Helpers program, an opportunity to learn the daily routine of the health office and basic first-aid procedures. The Health Office partners with Optical Academy and provides vision screenings to all interested students, parents, guardians and staff. The Mobile Dentists provides basic dental exams to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Hawthorne School is fortunate to have a caring and supportive parent body, which forms the basis of the Parent-Teacher Association (PTA). The PTA provides support for numerous educational and social programs which enhance the curriculum. Some programs include: Movie Night, Book Fair, Ice Cream Social, and Family Fun Night. Presentations to parents at PTA meetings and also Back-to-School Night, Family Math and Literacy Nights, and Bridging the Transition to the Next Grade.</p>



Nathaniel Hawthorne Elementary School

(03-5150-110)

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



Nathaniel Hawthorne Elementary School
 (03-5150-110)
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 2018-2019

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Technology and STEM:

Hawthorne School received additional chromebooks and as such, there is a one to one ratio for students in grades 1 through 4. In addition, two 3D printers were purchased.



Teaneck High School

(03-5150-050)

Grades Offered: 09-12

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Teaneck High School
(03-5150-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Mr. Clifton Thompson
Address	100 ELIZABETH AVE TEANECK, NJ 07666-4713
Phone Number	201-833-5400
Email Address	cthompson@teaneckschools.org
Website	http://www.teaneckschools.org
Twitter	https://twitter.com/teaneckhigh



Teaneck High School
(03-5150-050)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	282	291	294
10	304	272	299
11	338	306	279
12	322	347	314
Total	1,246	1,216	1,186

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	49.4%	47.3%
Male	50.6%	50.6%	52.7%
Economically Disadvantaged Students	32.7%	31.0%	30.0%
Students with Disabilities	19.8%	23.7%	24.6%
English Learners	3.5%	2.9%	3.3%
Homeless Students	1.4%	1.8%	1.9%
Students in Foster Care	0.3%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.1%	11.3%	11.9%
Hispanic	34.3%	34.8%	36.2%
Black or African American	40.6%	40.1%	37.0%
Asian	10.0%	9.9%	11.9%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.1%
American Indian or Alaska Native	0.6%	0.7%	0.6%
Two or More Races	3.0%	3.0%	2.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,239	1,209	1,182
Shared Time Students	12	12	6
Full Time Equivalent	1,245	1,215	1,185

Enrollment by Home Language

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

Home Language	% of Students
English	85.1%
Spanish	8.8%
Urdu	1.4%
Tagalog	1.0%
Other Languages	3.6%



Teaneck High School
(03-5150-050)
Grades Offered: 09-12
2018-2019

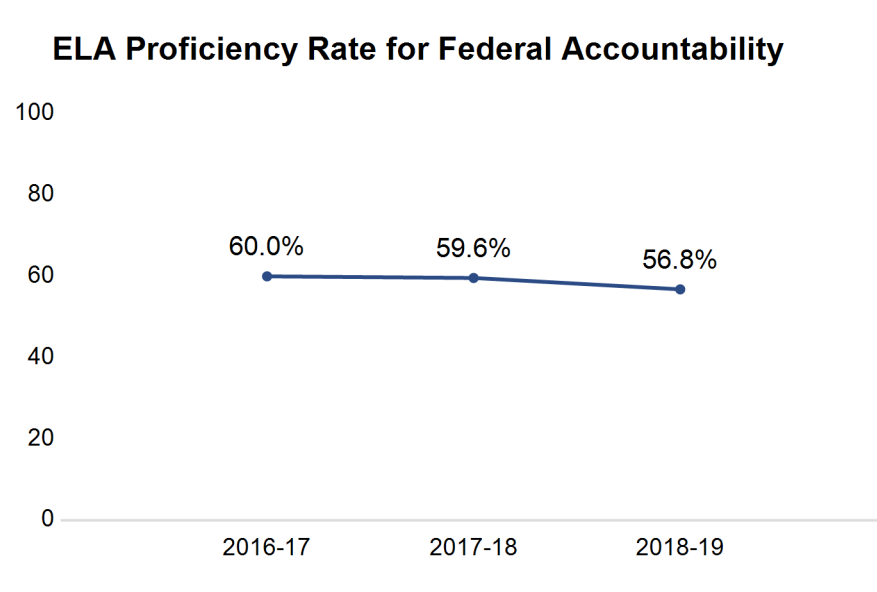
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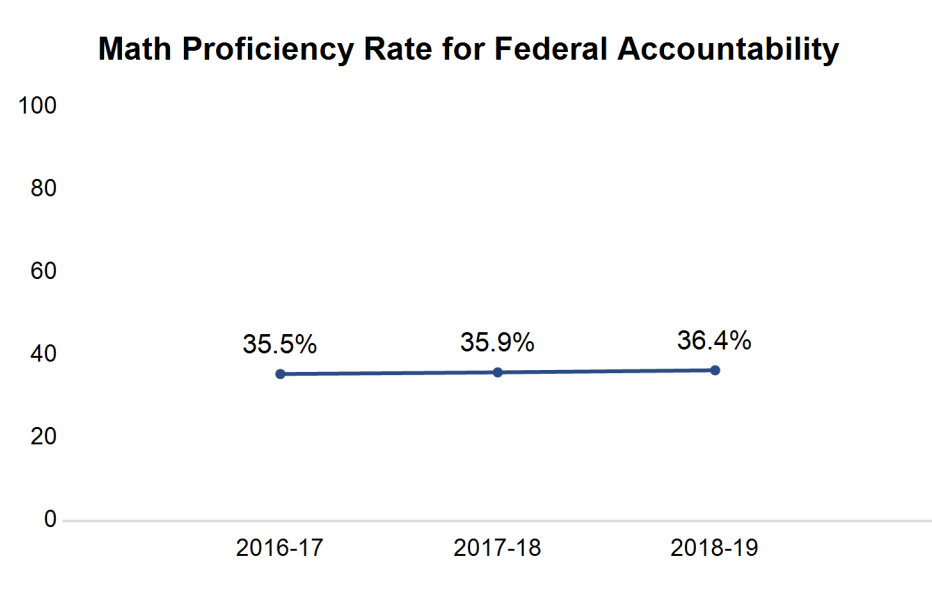
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	98.3%	98.3%	95.1%	97.4%	98.0%
Proficiency Rate for Federal Accountability	60.0%	59.6%	56.8%	35.5%	35.9%	36.4%
Annual Target	45.9%	47.7%	49.5%	29.7%	32.4%	35.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	574	98.3	56.8	58.1	57.9	56.8	49.5	Met Target
White	69	96.0	84.1	69.4	66.9	84.1	56.7	Met Goal
Hispanic	206	98.6	53.4	56.8	43.9	53.4	51.5	Met Target
Black or African American	215	98.2	47.4	49.9	38.5	47.4	39.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	100.0	71.0	*	82.9	71.0	70.6	Met Target
American Indian or Alaska Native	*	*	*	60.0	56.0	*	**	**
Two or More Races	*	*	*	68.1	64.4	*	**	**
Female	278	98.6	64.0	66.0	64.8	64.0		
Male	296	98.0	50.0	50.5	51.3	50.0		
Economically Disadvantaged Students	160	100.0	45.6	49.2	40.0	45.6	40.7	Met Target
Non-Economically Disadvantaged Students	414	97.7	61.1	63.1	67.9	61.1		
Students with Disabilities	154	95.2	16.9	27.1	22.7	16.9	22.9	Not Met
Students without Disabilities	420	99.5	71.4	69.3	65.1	71.4		
English Learners	22	100.0	36.4	42.3	29.3	36.4	N	N
Non-English Learners	552	98.3	57.6	59.2	60.6	57.6		
Homeless Students	11	100.0	36.4	38.5	29.1	36.4		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



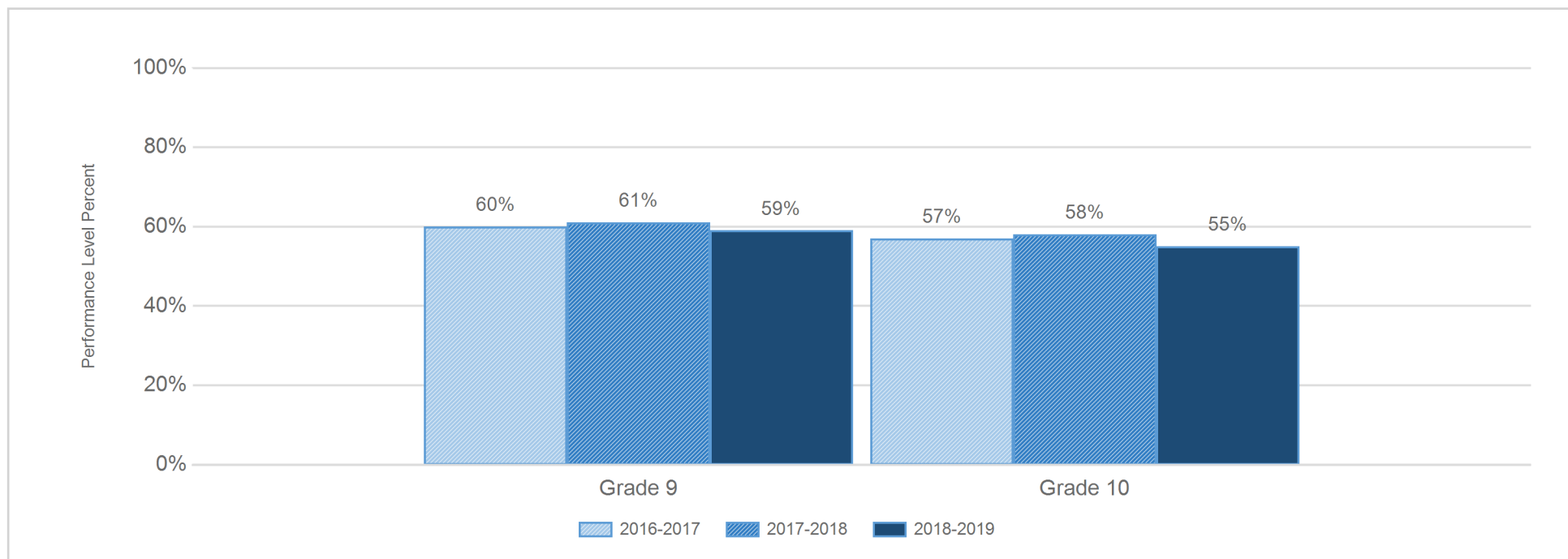
Teaneck High School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	288	755	755	753	8%	14%	19%	43%	15%	59%	56%
White	36	773	773	762	*	*	*	56%	28%	83%	65%
Hispanic	112	750	750	737	*	19%	22%	*	*	51%	40%
Black or African American	98	751	751	732	10%	13%	19%	47%	10%	57%	33%
Asian, Native Hawaiian, or Pacific Islander	37	762	762	783	*	*	27%	30%	30%	59%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	139	760	760	760	9%	9%	18%	46%	19%	65%	63%
Male	149	750	750	746	7%	19%	21%	41%	12%	53%	49%
Economically Disadvantaged Students	93	745	745	734	11%	22%	19%	*	*	48%	36%
Non-Economically Disadvantaged Students	195	760	760	762	6%	11%	19%	*	*	64%	65%
Students with Disabilities	76	724	724	717	*	*	18%	*	*	21%	17%
Students without Disabilities	212	766	766	760	*	*	20%	*	*	72%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	750	750	757	19%	13%	13%	34%	21%	55%	58%
White	33	781	781	767	*	*	*	39%	42%	82%	67%
Hispanic	97	749	749	738	15%	13%	15%	42%	13%	56%	43%
Black or African American	119	736	736	733	29%	18%	13%	24%	16%	40%	38%
Asian, Native Hawaiian, or Pacific Islander	33	781	781	792	*	*	*	45%	39%	85%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	143	761	761	766	13%	10%	13%	35%	28%	63%	66%
Male	148	740	740	749	24%	16%	13%	34%	14%	47%	51%
Economically Disadvantaged Students	70	735	735	735	21%	23%	*	*	*	43%	40%
Non-Economically Disadvantaged Students	221	755	755	767	18%	10%	*	*	*	59%	67%
Students with Disabilities	74	704	704	711	51%	23%	15%	*	*	11%	19%
Students without Disabilities	217	766	766	765	7%	10%	12%	*	*	70%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Teaneck High School
(03-5150-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	572	98.0	36.4	42.6	44.5	36.4	35	Met Target
White	69	96.0	56.5	58.6	54.1	56.5	41.3	Met Target
Hispanic	211	99.1	31.3	42.7	28.8	31.3	34.3	Met Target†
Black or African American	208	96.8	28.8	30.1	23.0	28.8	25.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	100.0	58.0	*	76.5	58.0	60.4	Met Target†
American Indian or Alaska Native	*	*	*	13.3	42.7	*	**	**
Two or More Races	*	*	*	44.7	53.3	*	**	**
Female	280	98.6	41.4	44.2	44.9	41.4		
Male	292	97.4	31.5	41.1	44.2	31.5		
Economically Disadvantaged Students	155	99.4	29.7	34.9	26.3	29.7	30	Met Target†
Non-Economically Disadvantaged Students	417	97.5	38.8	47.0	54.9	38.8		
Students with Disabilities	147	93.7	*	*	17.4	*	18.5	Not Met
Students without Disabilities	425	99.5	*	*	50.0	*		
English Learners	29	100.0	20.7	36.7	25.0	20.7	N	N
Non-English Learners	543	97.9	37.2	43.1	46.5	37.2		
Homeless Students	12	100.0	33.3	25.9	17.1	33.3		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



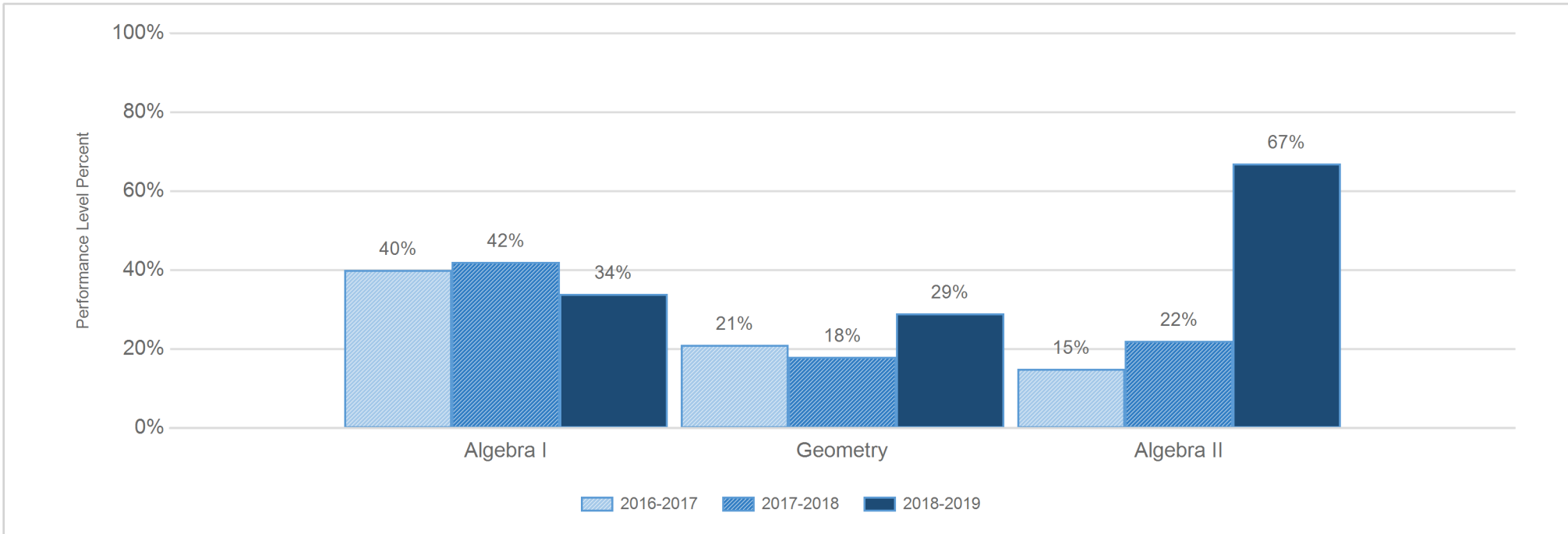
Teaneck High School
(03-5150-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	736	744	744	11%	26%	28%	*	*	34%	42%
White	31	748	764	752	*	*	*	*	*	55%	53%
Hispanic	134	733	738	728	12%	27%	31%	31%	0%	31%	24%
Black or African American	119	732	738	725	12%	31%	28%	29%	0%	29%	20%
Asian, Native Hawaiian, or Pacific Islander	32	749	767	775	*	*	31%	*	*	47%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	153	740	*	745	8%	25%	27%	*	*	41%	44%
Male	170	732	*	743	15%	28%	29%	*	*	28%	41%
Economically Disadvantaged Students	104	730	736	727	19%	26%	25%	*	*	30%	23%
Non-Economically Disadvantaged Students	219	738	748	752	8%	26%	30%	*	*	36%	52%
Students with Disabilities	75	712	*	717	33%	40%	16%	*	*	11%	12%
Students without Disabilities	248	743	*	748	5%	22%	32%	*	*	41%	47%
English Learners	19	715	715	710	*	*	*	*	*	*	*
Non-English Learners	304	737	746	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	197	734	734	737	9%	26%	36%	*	*	29%	35%
White	22	750	750	743	0%	*	45%	*	*	50%	43%
Hispanic	70	734	734	724	*	30%	40%	*	*	26%	17%
Black or African American	75	727	727	720	15%	36%	29%	*	*	20%	14%
Asian, Native Hawaiian, or Pacific Islander	25	745	745	762	*	*	40%	*	*	48%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	95	737	737	738	*	28%	34%	*	*	32%	36%
Male	102	732	732	736	*	25%	38%	*	*	26%	34%
Economically Disadvantaged Students	50	727	727	722	*	44%	24%	*	*	22%	16%
Non-Economically Disadvantaged Students	147	737	737	743	*	20%	40%	*	*	31%	43%
Students with Disabilities	66	711	711	712	*	*	*	*	*	*	*
Students without Disabilities	131	746	746	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	765	765	755	*	*	23%	*	*	67%	58%
White	16	775	775	758	0%	*	*	*	*	69%	62%
Hispanic	12	755	755	731	*	0%	*	*	*	58%	34%
Black or African American	16	757	757	725	0%	*	*	63%	0%	63%	27%
Asian, Native Hawaiian, or Pacific Islander	15	781	781	777	0%	0%	*	*	*	87%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	36	761	761	752	*	*	*	*	*	67%	55%
Male	25	771	771	758	*	*	*	*	*	68%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	61	765	765	755	*	*	23%	*	*	67%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.6%	40.9%	<u>Exceeds</u>

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	82.1%	17.9%
3-4	*	*	*
5 or more	*	*	*



Teaneck High School
(03-5150-050)
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2018-2019

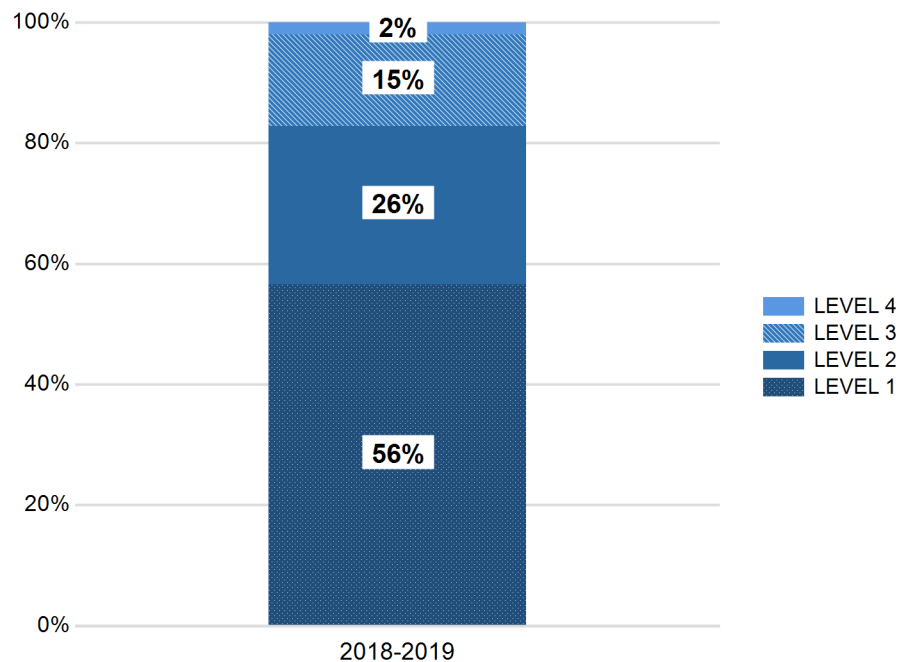
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	26	15	2
White	48	24	24	3
Hispanic	54	29	16	1
Black or African American	63	25	10	2
Asian, Native Hawaiian, or Pacific Islander	50	17	25	8
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	60	27	12	2
Male	53	26	18	3
Economically Disadvantaged Students	59	27	11	2
Non-Economically Disadvantaged Students	55	26	17	2
Students with Disabilities	78	12	10	0
Students without Disabilities	50	30	17	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	93.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	80.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	22.0%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	456	476	Grade 10: 430 Grade 11: 460	55%	61%
PSAT 10/NMSQT - Math	458	477	Grade 10: 480 Grade 11: 510	36%	43%
SAT - Reading and Writing	532	539	480	71%	70%
SAT - Math	516	541	530	48%	53%
ACT - Reading	22	25	22	54%	66%
ACT - English	21	24	18	74%	81%
ACT - Math	21	24	22	45%	65%
ACT - Science	21	24	23	36%	57%



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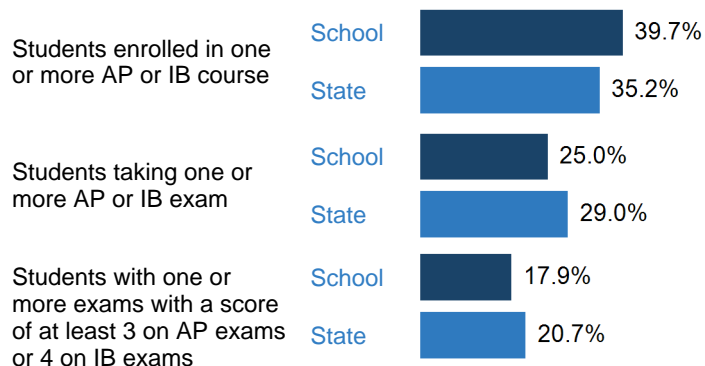
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

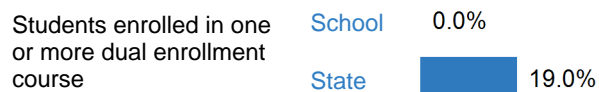
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	42	16
AP Calculus AB	20	9
AP Calculus BC	7	7
AP Chemistry	14	7
AP Computer Science A	19	15
AP Computer Science Principles	16	15
AP English Language and Composition	53	44
AP English Literature and Composition	37	17
AP Environmental Science	13	5
AP Human Geography	22	15
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	25
AP Microeconomics	44	30
AP Music Theory	1	0
AP Physics C	16	0
AP Physics C: Mechanics	0	12



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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	102	50
AP Spanish Language	0	16
AP Statistics	28	11
AP Studio Art—Drawing Portfolio	0	7
AP Studio Art—Two-Dimensional	11	0
AP U.S. Government and Politics	22	10
AP U.S. History	45	35
IB Language B—Spanish	21	0
Total Exams taken		347
Exams with scores of at least 3 on AP exams or 4 on IB exams		223



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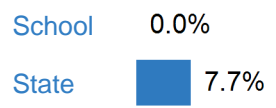
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

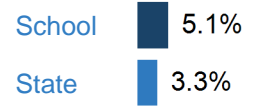
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Teaneck High School
 (03-5150-050)
 Grades Offered: 09-12
 2018-2019

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Health Science	*		
Human Services	*		
Total (All Clusters)	*	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	233	53	0	0	0	0	9
10	14	214	61	0	0	0	65
11	9	16	193	67	0	0	1
12	0	6	20	85	27	28	154
Total	256	289	274	152	27	28	229
Enrolled in AP/IB Course					27	28	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	176	1	0	0	112	0
10	88	100	0	0	107	0
11	92	92	0	3	97	19
12	60	39	0	10	33	54
Total	416	232	0	13	349	73
Enrolled in AP/IB Course	42	14		13	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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2018-2019

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	290	0	0	0	0	1
10	23	272	15	0	0	21
11	12	271	14	43	0	42
12	6	26	28	142	0	97
Total	331	569	57	185	0	161
Enrolled in AP/IB Course	0	45	44	102		42
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	173	62	0	4	0	0	0
10	196	44	0	11	0	0	0
11	88	20	0	2	0	0	0
12	36	3	0	6	0	0	0
Total	493	129	0	23	0	0	0
Enrolled in AP/IB Course	21	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	86	21	0	5	0	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	42	0	0	0	0	0
10	41	0	0	0	0	0
11	39	0	5	13	0	0
12	15	0	11	6	0	0
Total	137	0	16	19	0	0
Enrolled in AP/IB Course	19		16			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Teaneck High School**

(03-5150-050)

Grades Offered: 09-12

2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Portuguese	*
Spanish	*
Total	10



Teaneck High School
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 2018-2019

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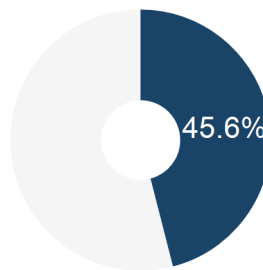
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Visual and Performing Arts – Course Participation

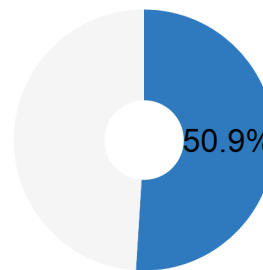
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

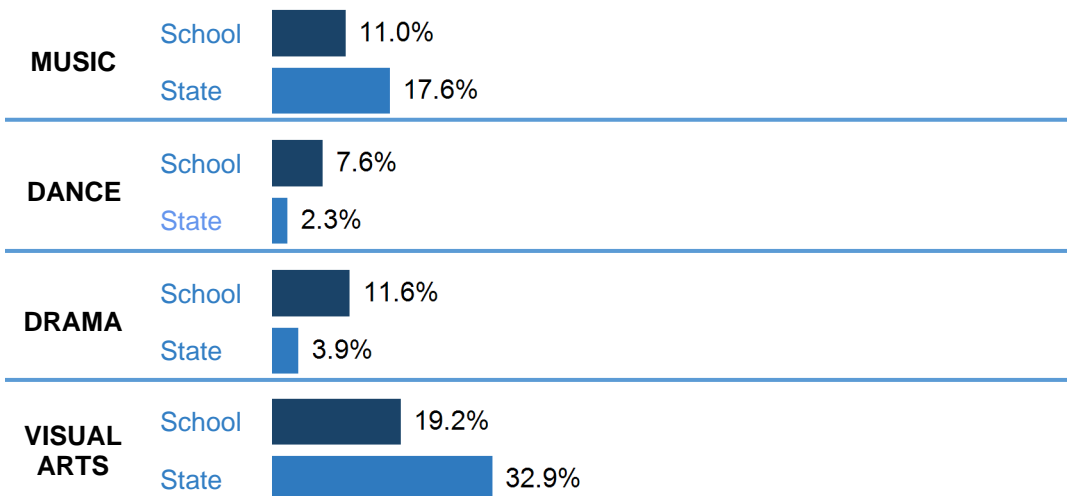


School



State

Students enrolled in one or more classes by discipline:





Teaneck High School
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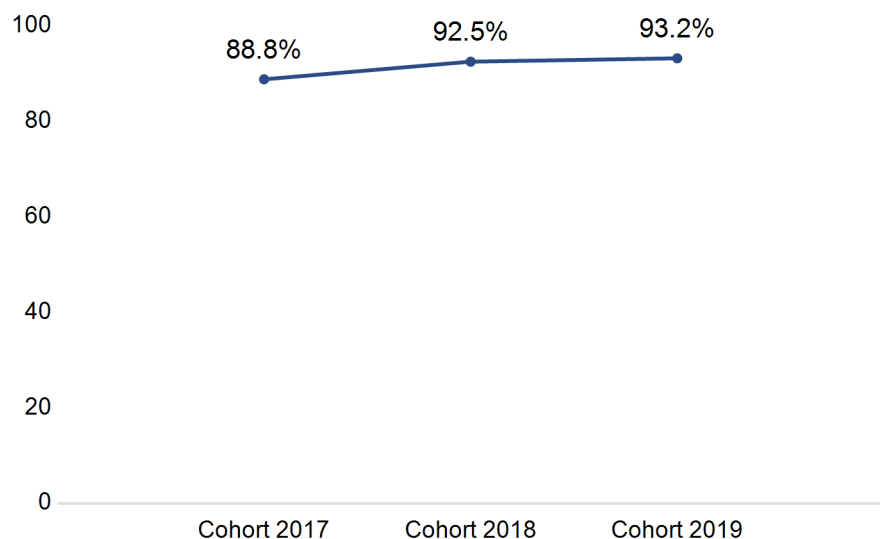
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

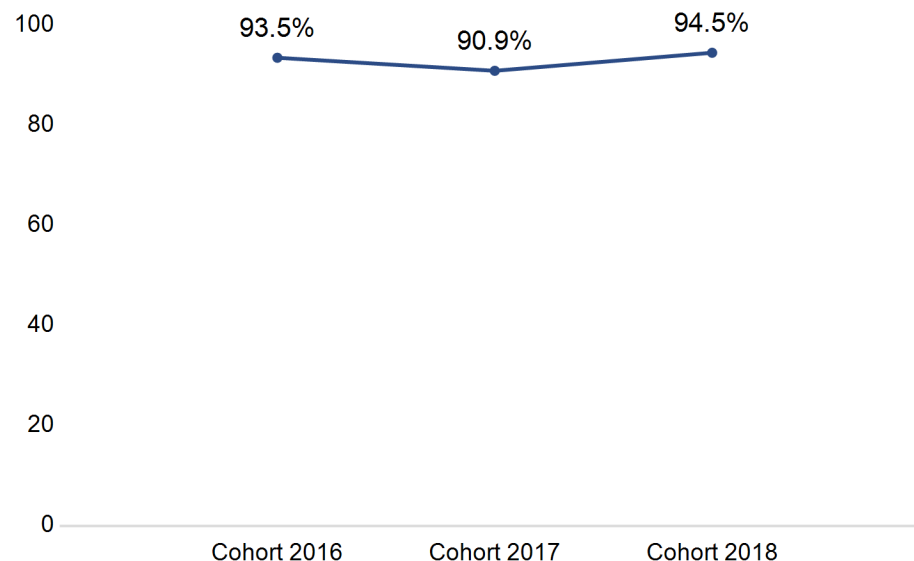
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	88.8%	92.5%	93.2%	93.5%	90.9%	94.5%
Annual Target	90.7%	90.9%		92.8%	92.9%	
Met Annual Target?	Not Met	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.2%	90.6%	94.5%	92.5%	92.5%	90.9%	Met Target	90.9%	92.9%	Not Met
White	95.8%	94.9%	98.0%	95.9%	88.0%	85.1%	Met Target	87.8%	95.7%	Not Met
Hispanic	92.2%	84.5%	94.7%	87.3%	94.6%	90.7%	Met Target	86.3%	92.1%	Not Met
Black or African American	91.6%	83.3%	92.9%	87.1%	91.5%	93.5%	Not Met	93.2%	92.4%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.8%	96.9%	96.0%	97.8%	96.0%	N	Met Goal	97.4%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	94.6%	92.8%	97.3%	94.4%	95.1%			92.6%		
Male	91.9%	88.5%	91.7%	90.8%	89.9%			89.2%		
Economically Disadvantaged Students	85.0%	84.0%	97.1%	87.3%	97.0%	N	Met Goal	90.8%	91.0%	Not Met
Students with Disabilities	88.6%	79.2%	89.3%	83.8%	82.3%	81.9%	Met Target	83.3%	94.0%	Not Met
English Learners	89.5%	75.4%	100.0%	80.1%	100.0%	**	**	93.3%	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	58.9%	46.8%
Substitute Competency Test	25.0%	35.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	16.1%	18.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.7%	1.2%
2016-2017	0.3%	1.1%



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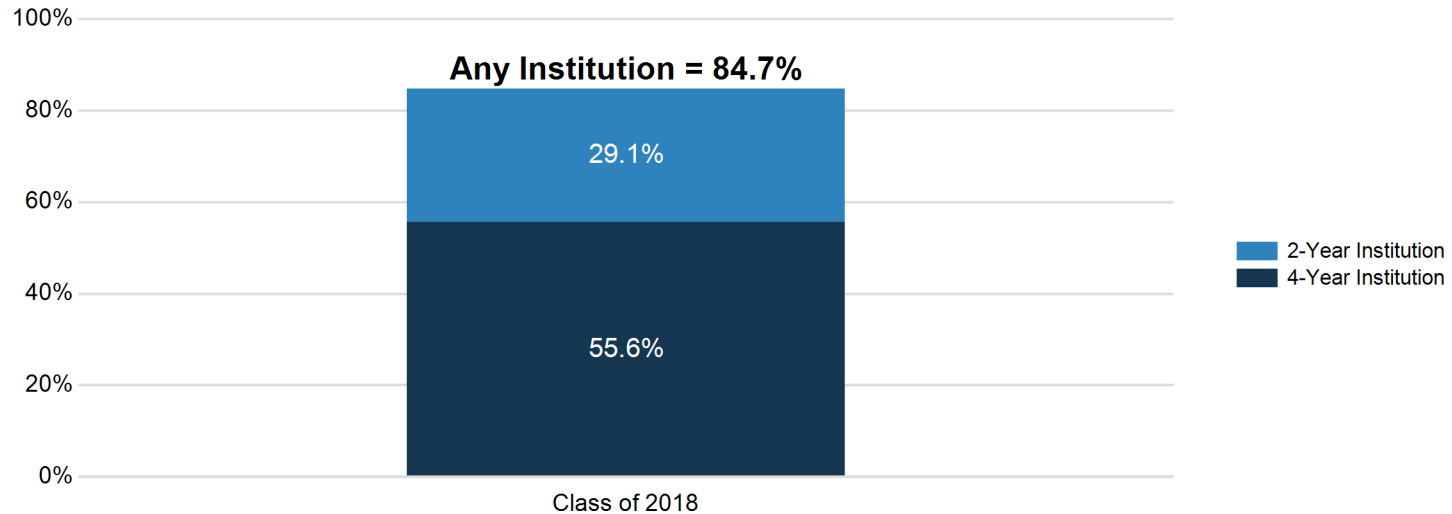
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.1%
% Enrolled in 4-Year Institution	55.6%
% Enrolled in Any Postsecondary Institution	84.7%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	74.9%	29.5%	70.1%
White	71.7%	26.3%	73.7%
Hispanic	78.8%	33.3%	65.4%
Black or African American	72.2%	31.9%	68.1%
Asian, Native Hawaiian, or Pacific Islander	82.6%	21.1%	78.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged	75.2%	31.6%	67.1%
Students with Disabilities	57.9%	49.1%	50.9%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	84.7%	34.3%	65.7%	68.7%	31.3%	69.7%	30.3%
White	80.4%	29.7%	70.3%	62.2%	37.8%	75.7%	24.3%
Hispanic	87%	43%	57%	75.7%	24.3%	83.2%	16.8%
Black or African American	82.9%	28.1%	71.9%	62.8%	37.2%	58.7%	41.3%
Asian, Native Hawaiian, or Pacific Islander	91.7%	31.8%	68.2%	72.7%	27.3%	54.5%	45.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	87.7%	39%	61%	71%	29%	74%	26%
Students with Disabilities	72.8%	59.3%	40.7%	76.3%	23.7%	74.6%	25.4%
English Learners	69.2%	77.8%	22.2%	100%	0%	88.9%	11.1%



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

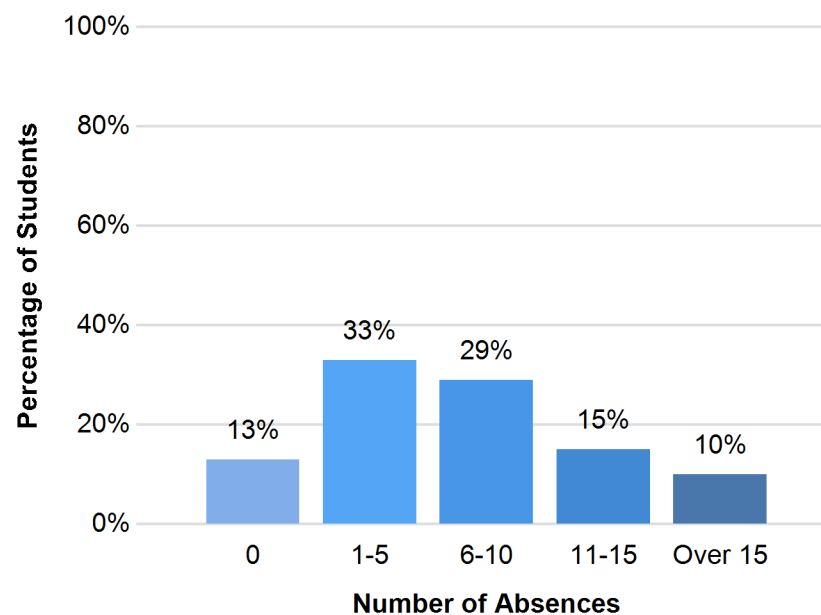
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	95	7.6	14.2	Met
White	8	4.8	14.2	Met
Hispanic	27	6.2	14.2	Met
Black or African American	43	9.2	14.2	Met
Asian, Native Hawaiian, or Pacific	16	11.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	54	9.1		
Male	41	6.2		
Economically Disadvantaged Students	36	9.8	14.2	Met
Students with Disabilities	27	7.5	14.2	Met
English Learners	3	7.7	14.2	Met
Homeless Students	5	20.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Teaneck High School

(03-5150-050)

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2018-2019

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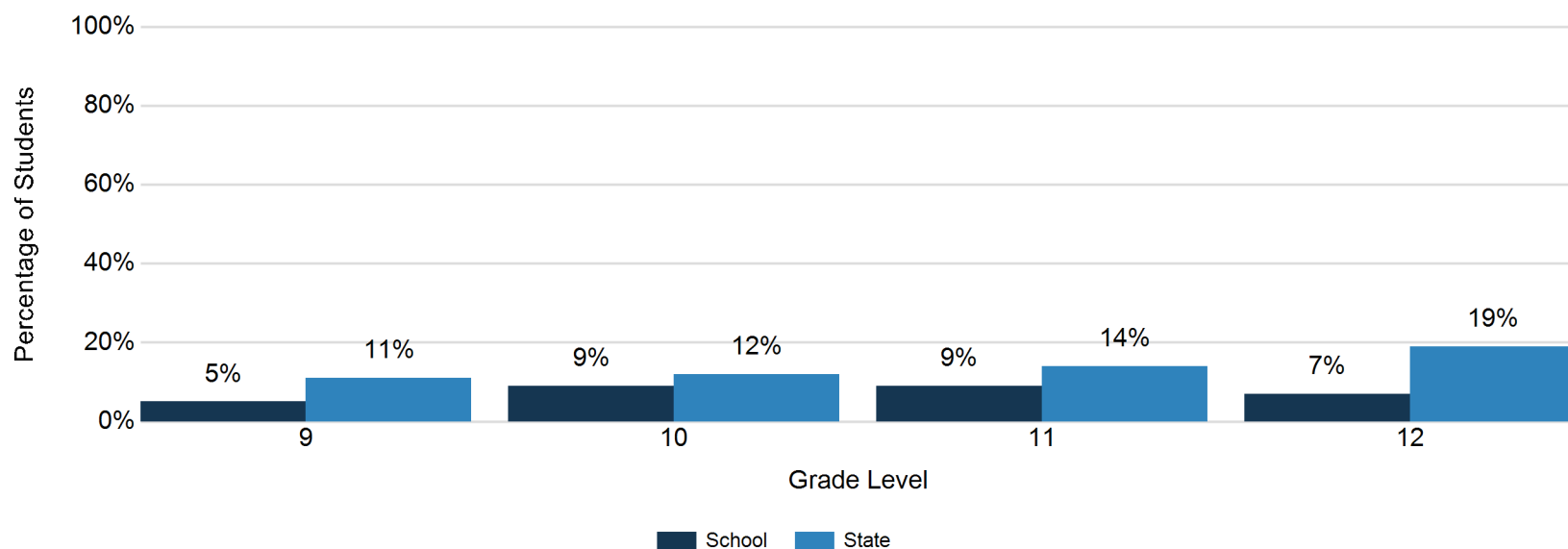
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Chronic Absenteeism by Grade

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



**Teaneck High School**

(03-5150-050)

Grades Offered: 09-12

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	26
Weapons	2
Vandalism	3
Substances	20
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	4.30

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	2
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	52	4.4%
Out-of-School Suspensions	48	4.1%
Any Suspension	73	6.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

205

**Teaneck High School**

(03-5150-050)

Grades Offered: 09-12

2018-2019

Report Key:

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† This indicates a table specific note, see note below table

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.3:1



Teaneck High School
(03-5150-050)
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	113	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	79.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	108:1	124:1
Teachers to Administrators	10:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



Teaneck High School
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	48.7%	36.4%	48.4%	77.1%	54.9%
Male	52.7%	51.3%	63.6%	51.6%	22.9%	45.1%
White	11.9%	61.1%	27.3%	42.4%	83.6%	77.4%
Hispanic	36.2%	14.2%	9.1%	29.9%	7.3%	7.2%
Black or African American	37.0%	15.9%	54.5%	15.0%	6.6%	13.9%
Asian	11.9%	8.0%	9.1%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Teaneck High School
 (03-5150-050)
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 2018-2019

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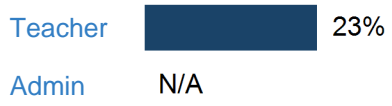
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Teachers and Administrators - Level of Education

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

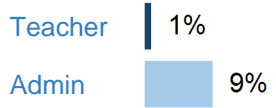
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	87.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Teaneck High School
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Grades Offered: 09-12
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.0%	59.6%	56.8%
Math Proficiency	35.5%	35.9%	36.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	88.8%	92.5%	93.2%
5-Year Graduation Rate†	93.5%	90.9%	94.5%
Progress toward English Language Proficiency		66.7%	63.6%
Chronic Absenteeism	5.6%	3.2%	7.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Target	Not Met	Exceeds Target	Met	No
White	Met Goal	Met Target	Met Target	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Target	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
English Learners	N	N	**	**	**	Met	No

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



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School Narrative

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



Highlights:

- Our robotics team placed 2nd in Panasonic's Creative Design Challenge.
- We were named to the National AP Honor Roll for the 17-18 school year.
- We offer students a choice of 5 different Academic Institutes and 1 STEM Academy.



Mission, Vision, Theme:

The mission of Teaneck High School, a diverse and inclusive community with a history of excellence, is to provide a superior education by empowering students to develop the skills to become lifelong learners and effective citizens in a globalized society through an engaging curriculum and nurturing environment.



Awards, Recognition, Accomplishments:

Students have received many awards in recent years including 1st place in the Panasonic Robotics Creative Design Challenge, Assemblywoman Huttel's Young Women's Leadership Program, Girl Scout Gold Award, Boy Scout Eagle Award, West Point Eisenhower Award for Leadership, among others.






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 <p>Courses, Curriculum, Instruction:</p>	<p>The instructional program provides a wide variety of academic opportunities in order to meet the common and individual needs of our students, with rigorous standards encouraged and pursued. Our strong elective coursework of study provides our students with current 21st century skills as well as in-depth inquiry processes. We have developed college partnerships with FDU and BCC providing students with opportunities to earn college credit while still in high school. THS now offers 20 AP courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>Teaneck High School also offers Boys and Girls Crew.</p>
 <p>Clubs and Activities:</p>	<p>Teaneck High School offers a wide variety of clubs and activities including ACE, Activism Club, Animal Appreciation Club, Art Club, Black Youth Organization, Connections, Christian Club, Dance Ensemble, Feminism Club, Film Production Club, Green Room, Guitar Club, HEAL, Interact, Israel Club, Knitting Club, Literacy Magazine: The Looking Glass, Nintendo Club, Newspaper Club, Pan-Asian Club, Producers Club, Robotics Club, SOLA, SOLVE, Spectrum-LGBTIQA Alliance, Speech & Debate, THS Yarn Club, Studio 2B, and Yearbook.</p>






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 <p>Before and After School Programs:</p>	<p>One of the finest aspects of the School Counseling Department is the FORUM, (Forging Opportunities for Reasoning, Understanding and Maturity). This is a school-based youth services program that offers a myriad of opportunities that include after-school tutoring and after-school homework help through a peer to peer mentorship program entitled STRIVE, job placement, peer-mediation, support groups, and individual and group counseling.</p>
 <p>Staff and Professional Learning:</p>	<p>For the 2017-2018 school year Teaneck High School complemented its already diverse portfolio of professional learning opportunities with an online library of educational technology training videos for teachers and administrators. Faculty can personalize their own professional learning opportunities to make the learning more meaningful while administrators can review and track personal progress. Additionally Teaneck High School held its first LearnU teacher driven professional development sessions during the 2017-2018 school year.</p>
 <p>Postsecondary Information:</p>	<p>For the Class of 2018 91.5% went on to Higher Education. 60.3% enrolled in 4 year colleges, 31.2% enrolled in 2 year colleges, 1.2% went on to Employment/Armed Services, and 7.2% enrolled in a career education program. The PSAT is given to 10th & 11th grade students each year. Free SAT classes are available to students each summer as well as before and after school. Evening programs are conducted for students and parents to assist with college applications, financial aid, scholarship searches, etc.</p>



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Student Supports and Services:

THS offers after school tutoring with all teachers, including our ELL program, which enables our students to gain academic help in each area. After school tutoring programs such as Homework Club, Peer Tutoring with NHS students and STRIVE academic mentoring are additional programs offered. Free before and after school SAT and ACT tutoring classes are also offered. An I&RS team is in place to assist students who are experiencing learning, behavior, or health difficulties.



Student Health and Wellness:

A nutritious breakfast program for students is offered every morning. Nutrition is emphasized in the Health curriculum in each grade level. Students are enrolled in Physical Education classes for 3 marking periods each year. Physical Education classes meet every other day in our block schedule for 85 minutes. Dance is also offered as part of the Fine & Performing Arts curriculum at THS.



Parent and Community Involvement:

THS supports parental involvement in all facets of our school community. Our PTSO (Parent-Teacher-Student Organization) meets monthly in the media center. The BQMT (Building Quality Management Team) meets 5 times each year and provides parents the opportunity to discuss and improve the culture and climate of the high school. THS regularly partners with local community organizations such as TCT, Teaneck Comes Together. Parents can easily access the online Parent Portal from our website.





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Our School Culture/Climate survey is based on the NJ DOE survey. The collected data is analyzed and used for planning and to make any necessary improvements to policy, practices, and procedures.</p>
 <p>Facilities:</p>	<p>Teaneck High School first opened its doors in 1928. A new wing was added in 1936 and the building and facilities have been upgraded continuously ever since. Our most recent major addition has been the "RISE"(Reaching Independence through a Structured Environment) classroom for student with multiple disabilities in 2015. During the 2016-2017 school year facilities upgrades included renovated transgender bathrooms and in 2017-2018 a completely repainted interior.</p>

**Teaneck High School**

(03-5150-050)

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Other Information

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



Thomas Jefferson Middle School
(03-5150-070)
Grades Offered: 05-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Thomas Jefferson Middle School

(03-5150-070)

Grades Offered: 05-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Ms. Nina Odatalla
Address	655 TEANECK RD TEANECK, NJ 07666-4249
Phone Number	201-833-5471
Email Address	nodatalla@teaneckschools.org
Website	http://www.teaneckschools.org



Thomas Jefferson Middle School

(03-5150-070)

Grades Offered: 05-08

2018-2019

Report Key:

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	137	127	120
6	134	141	140
7	139	138	140
8	141	139	138
Total	551	545	538

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.8%	50.8%	46.8%
Male	47.2%	49.2%	53.2%
Economically Disadvantaged Students	35.8%	37.8%	35.5%
Students with Disabilities	23.2%	23.1%	20.6%
English Learners	2.5%	2.2%	3.2%
Homeless Students	0.5%	0.6%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.3%	13.0%	12.6%
Hispanic	34.3%	37.2%	40.9%
Black or African American	37.0%	32.5%	29.9%
Asian	14.9%	14.7%	13.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.5%	0.6%	0.6%
Two or More Races	1.8%	1.8%	2.0%

Enrollment by Home Language

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

Home Language	% of Students
English	84.2%
Spanish	9.3%
Urdu	2.6%
Other Languages	3.9%



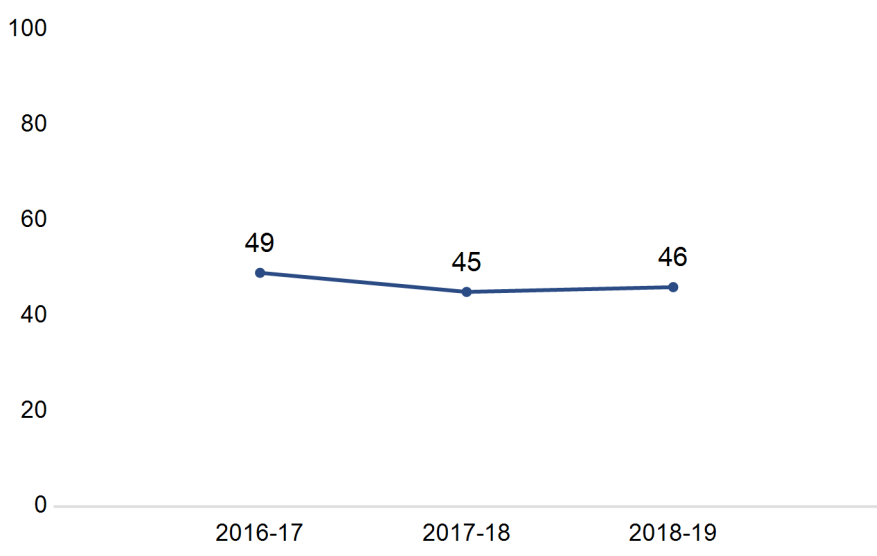
Thomas Jefferson Middle School
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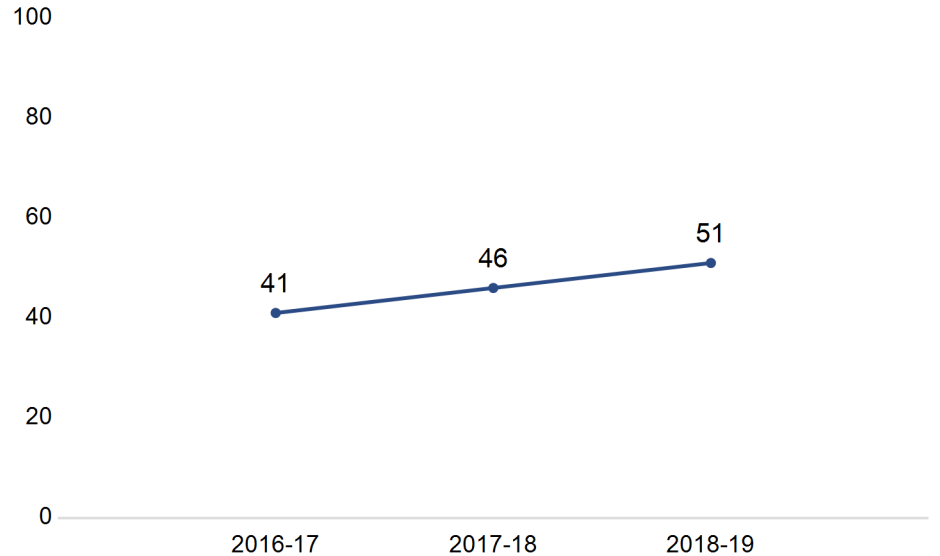
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	45	46	41	46	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	51	50	Met Standard	51	51	50	Met Standard
White	45	50	50	Met Standard	53	52	52	Met Standard
Hispanic	44.5	52	49	Met Standard	48	53	47	Met Standard
Black or African American	41	51	45	Met Standard	49.5	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	52	59	Exceeds Standard	59.5	61	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	46	53	49	**	*	56	52	**
Female	47	51	53	N	54	54	50	N
Male	46	51	47	N	47	49	51	N
Economically Disadvantaged Students	42.5	51	48	Met Standard	47	50	46	Met Standard
Students with Disabilities	41	48	43	Met Standard	55	50	45	Met Standard
English Learners	61	52	52	Exceeds Standard	52	58	50	Met Standard
Homeless Students	*	46.5	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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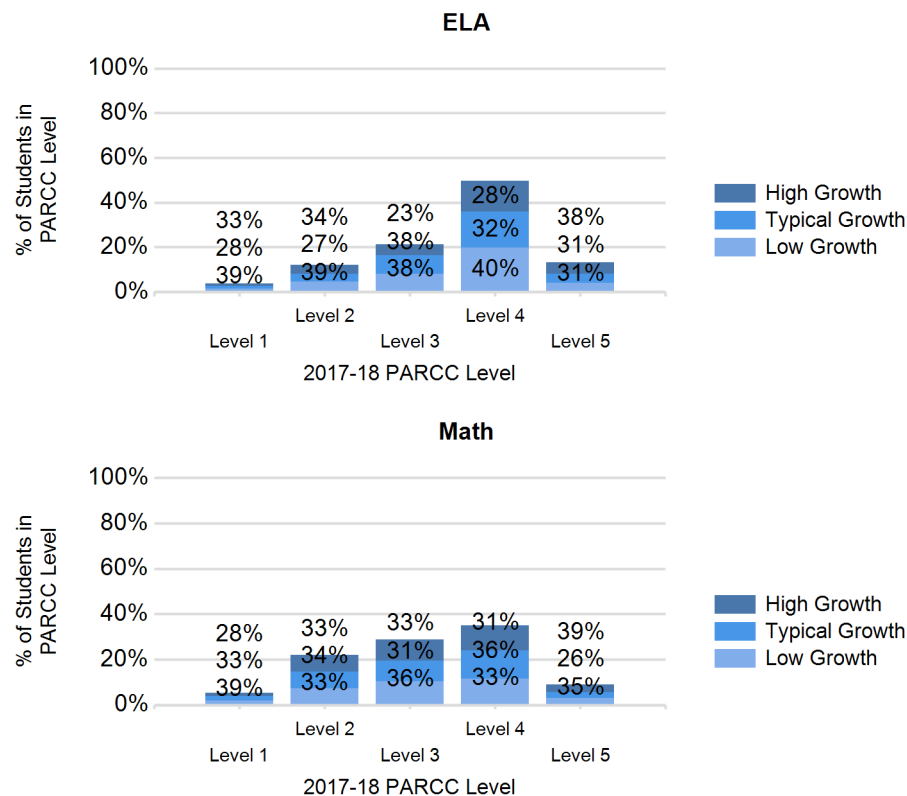
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

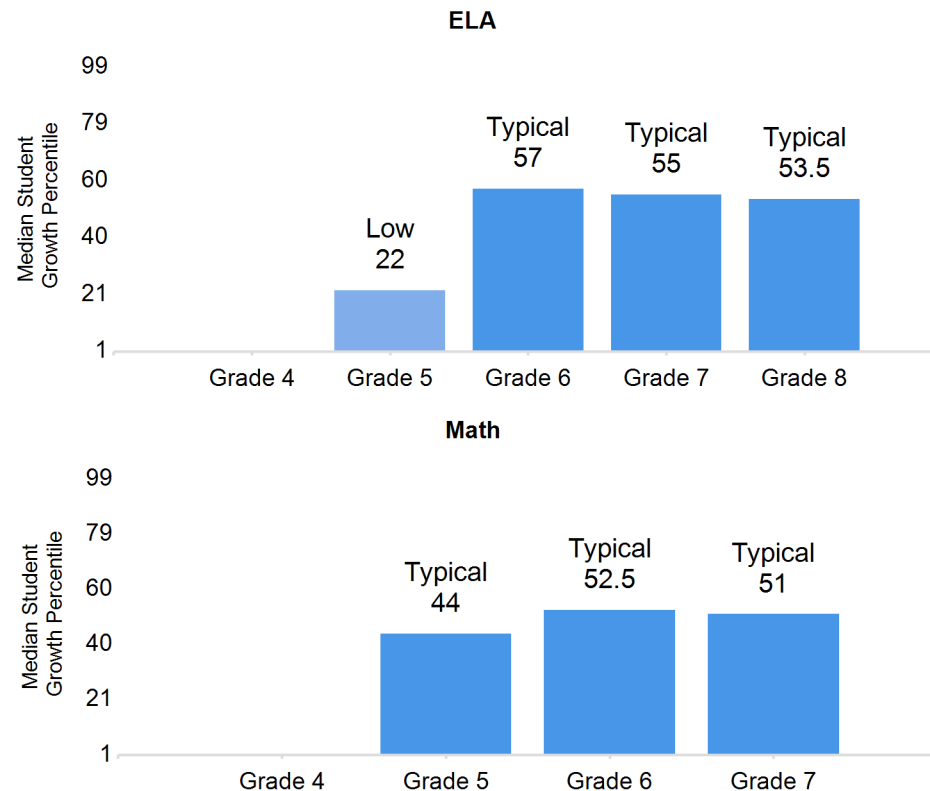
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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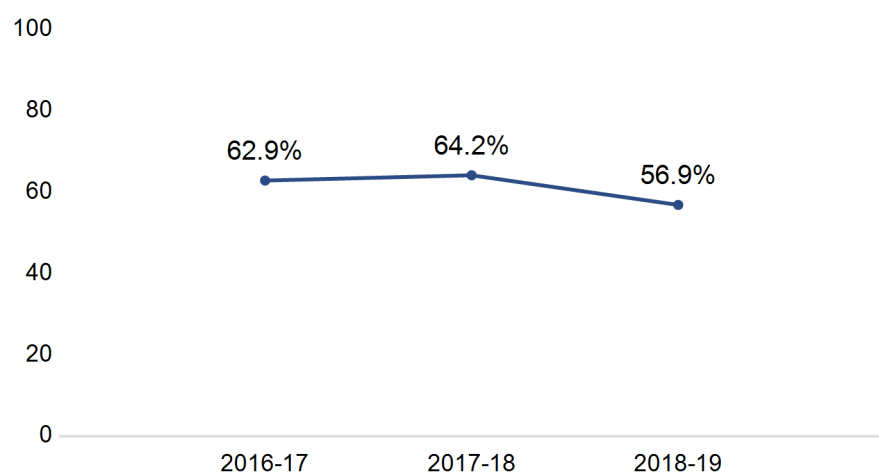
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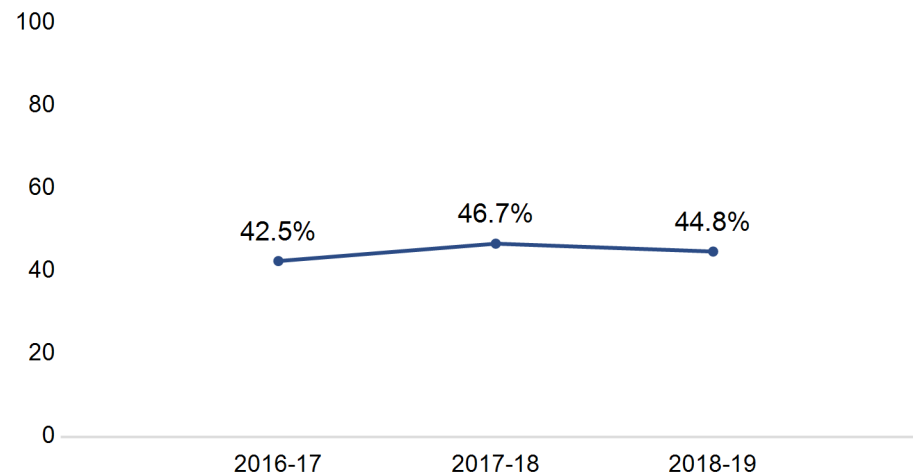
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	96.4%	96.1%	96.8%	96.4%	96.3%
Proficiency Rate for Federal Accountability	62.9%	64.2%	56.9%	42.5%	46.7%	44.8%
Annual Target	61.7%	62.6%	63.6%	47.6%	49.3%	51.0%
Met Annual Target?	Met Target	Met Target	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	504	96.1	56.9	58.1	57.9	56.9	63.6	Not Met
White	63	91.3	68.3	69.4	66.9	65.5	75.2	Met Target†
Hispanic	206	96.8	51.0	56.8	43.9	51.0	58.5	Not Met
Black or African American	154	95.8	49.4	49.9	38.5	49.4	59.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	67	98.6	77.6	*	82.9	77.6	72.5	Met Target
American Indian or Alaska Native	*	*	*	60.0	56.0	*	**	**
Two or More Races	*	*	*	68.1	64.4	*	**	**
Female	233	97.2	64.8	66.0	64.8	64.8		
Male	271	95.2	50.2	50.5	51.3	50.2		
Economically Disadvantaged Students	178	96.8	46.6	49.2	40.0	46.6	51.6	Met Target†
Non-Economically Disadvantaged Students	326	95.7	62.6	63.1	67.9	62.6		
Students with Disabilities	119	93.7	26.1	27.1	22.7	25.7	28.7	Met Target†
Students without Disabilities	385	96.9	66.5	69.3	65.1	66.5		
English Learners	30	96.9	36.7	42.3	29.3	36.7	N	N
Non-English Learners	474	96.1	58.2	59.2	60.6	58.2		
Homeless Students	*	*	*	38.5	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

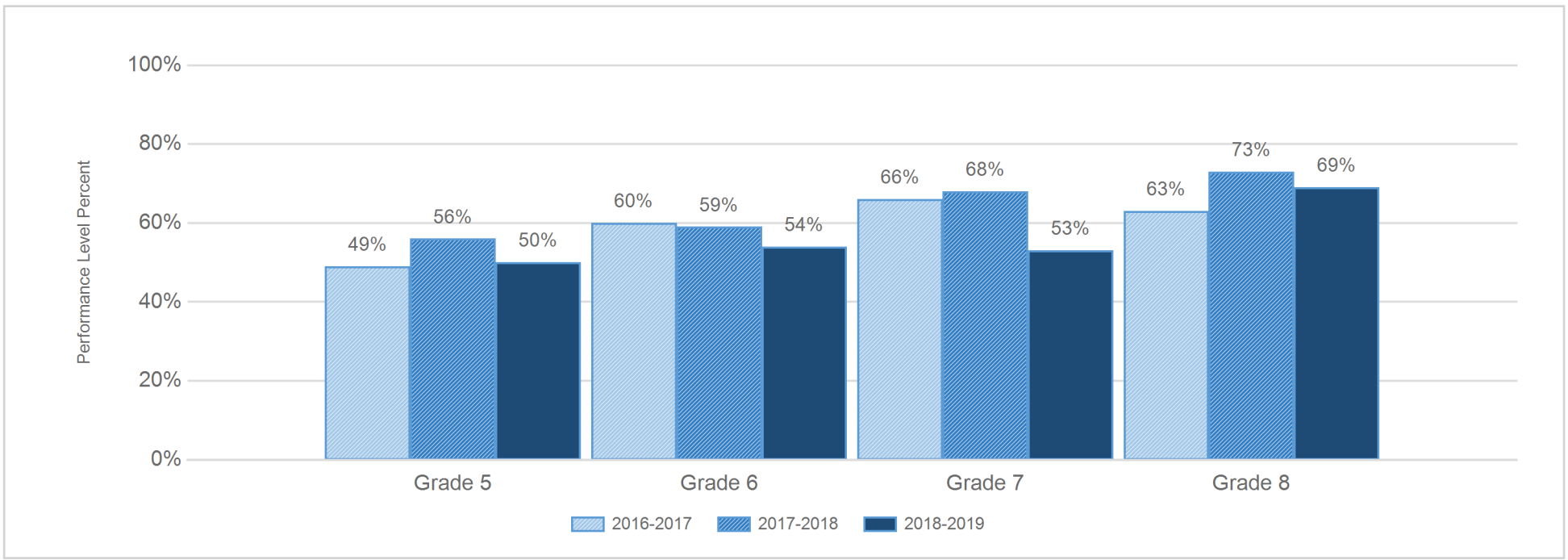


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	747	749	756	9%	15%	25%	*	*	50%	58%
White	14	752	755	764	0%	*	*	*	*	64%	68%
Hispanic	52	741	743	743	*	*	35%	*	*	38%	44%
Black or African American	35	745	747	739	*	*	*	49%	0%	49%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	55	753	754	761	*	*	24%	*	*	56%	64%
Male	62	742	743	750	*	*	26%	*	*	45%	52%
Economically Disadvantaged Students	35	741	740	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	82	749	753	766	*	*	*	*	*	54%	69%
Students with Disabilities	25	720	723	724	*	*	*	*	*	20%	23%
Students without Disabilities	92	754	757	762	*	*	*	*	*	59%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	754	751	754	*	16%	27%	*	*	54%	56%
White	16	759	756	762	*	*	*	*	*	63%	65%
Hispanic	58	750	753	743	*	*	33%	*	*	52%	43%
Black or African American	34	747	741	738	*	*	29%	*	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	17	774	774	780	0%	*	*	*	*	71%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	57	753	756	762	*	*	25%	*	*	53%	64%
Male	71	755	748	748	*	*	28%	*	*	55%	48%
Economically Disadvantaged Students	52	746	744	740	*	*	35%	*	*	44%	39%
Non-Economically Disadvantaged Students	76	760	756	763	*	*	21%	*	*	61%	67%
Students with Disabilities	24	736	728	722	*	*	42%	*	*	25%	19%
Students without Disabilities	104	759	758	761	*	*	23%	*	*	61%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	756	759	761	10%	13%	24%	30%	23%	53%	63%
White	16	763	772	769	*	*	*	*	*	69%	72%
Hispanic	58	751	754	747	*	*	29%	*	*	50%	50%
Black or African American	42	741	750	741	*	*	31%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	15	801	*	790	0%	0%	*	*	*	87%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	68	767	771	769	*	*	21%	*	*	68%	71%
Male	67	745	746	753	*	*	28%	*	*	39%	55%
Economically Disadvantaged Students	53	742	748	743	*	*	28%	*	*	40%	45%
Non-Economically Disadvantaged Students	82	765	767	771	*	*	22%	*	*	62%	73%
Students with Disabilities	34	728	726	720	*	*	*	*	*	24%	22%
Students without Disabilities	101	766	768	769	*	*	*	*	*	63%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	763	762	762	*	*	16%	52%	18%	69%	63%
White	17	771	*	770	0%	*	*	*	*	76%	72%
Hispanic	41	756	761	747	*	*	*	*	*	63%	49%
Black or African American	43	762	755	741	*	*	*	*	*	70%	43%
Asian, Native Hawaiian, or Pacific Islander	27	771	778	794	*	0%	*	*	*	74%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	60	773	774	771	*	*	*	*	*	78%	71%
Male	71	755	751	753	*	*	*	*	*	62%	55%
Economically Disadvantaged Students	40	752	757	743	*	*	*	*	*	63%	45%
Non-Economically Disadvantaged Students	91	768	766	772	*	*	*	*	*	73%	72%
Students with Disabilities	28	730	731	721	*	*	*	36%	0%	36%	22%
Students without Disabilities	103	772	773	770	*	*	*	56%	22%	79%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	511	96.3	44.8	42.6	44.5	44.8	51	Not Met
White	63	91.3	65.1	58.6	54.1	62.5	65.7	Met Target†
Hispanic	210	96.9	40.0	42.7	28.8	40.0	50.5	Not Met
Black or African American	155	96.4	32.9	30.1	23.0	32.9	41.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	69	98.6	68.1	*	76.5	68.1	64.4	Met Target
American Indian or Alaska Native	*	*	*	13.3	42.7	*	**	**
Two or More Races	*	*	*	44.7	53.3	*	**	**
Female	235	97.2	48.9	44.2	44.9	48.9		
Male	276	95.6	41.3	41.1	44.2	41.3		
Economically Disadvantaged Students	181	96.9	30.9	34.9	26.3	30.9	38.9	Not Met
Non-Economically Disadvantaged Students	330	96.0	52.4	47.0	54.9	52.4		
Students with Disabilities	120	94.5	18.3	*	17.4	18.2	28.8	Not Met
Students without Disabilities	391	96.9	52.9	*	50.0	52.9		
English Learners	36	97.4	38.9	36.7	25.0	38.9	N	N
Non-English Learners	475	96.3	45.3	43.1	46.5	45.3		
Homeless Students	*	*	*	25.9	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Thomas Jefferson Middle School

(03-5150-070)

Grades Offered: 05-08

2018-2019

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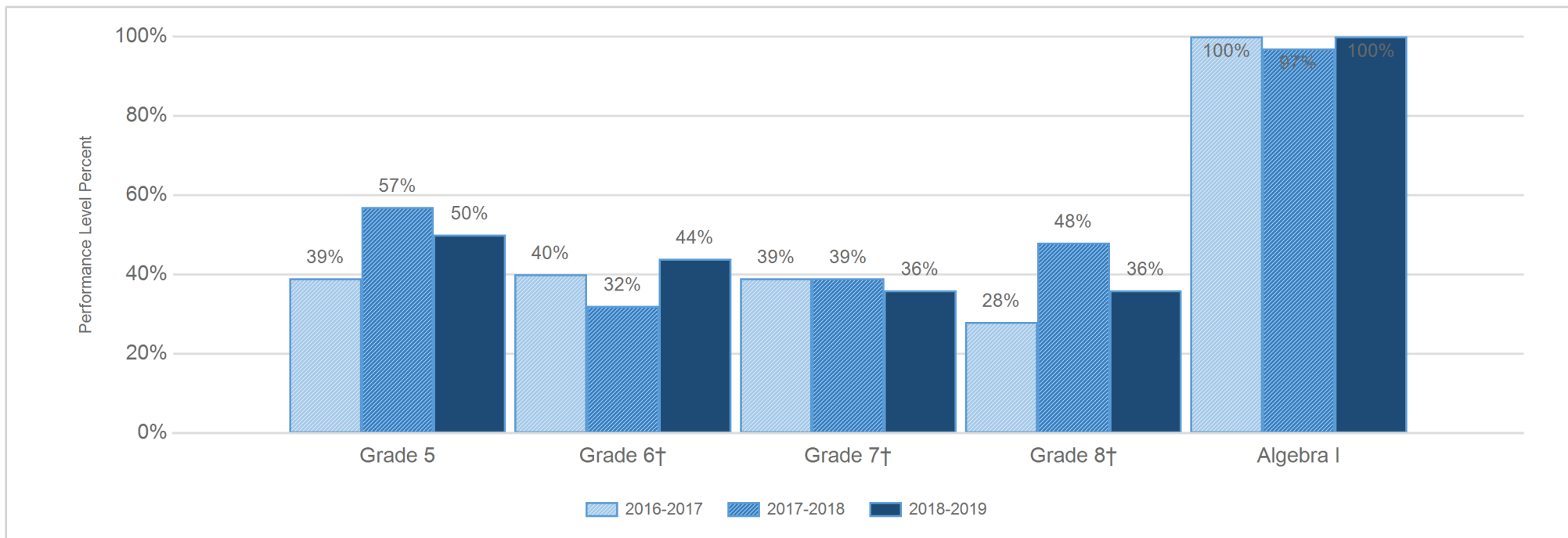
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Thomas Jefferson Middle School
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	748	746	747	*	23%	23%	*	*	50%	47%
White	14	760	760	755	*	0%	*	*	*	71%	58%
Hispanic	53	740	741	735	*	38%	*	*	*	43%	30%
Black or African American	35	748	743	729	*	*	37%	*	*	43%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	55	754	750	747	*	22%	*	*	*	58%	47%
Male	64	742	743	747	*	23%	*	*	*	44%	47%
Economically Disadvantaged Students	36	735	736	732	*	33%	28%	*	*	33%	27%
Non-Economically Disadvantaged Students	83	753	752	757	*	18%	20%	*	*	58%	59%
Students with Disabilities	25	737	732	725	*	44%	*	*	*	32%	19%
Students without Disabilities	94	750	750	752	*	17%	*	*	*	55%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Thomas Jefferson Middle School
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	743	737	741	8%	24%	24%	36%	8%	44%	41%
White	16	760	750	749	*	*	*	*	*	69%	51%
Hispanic	60	738	738	729	*	32%	25%	*	*	37%	24%
Black or African American	34	736	725	722	*	*	35%	32%	0%	32%	19%
Asian, Native Hawaiian, or Pacific Islander	17	760	763	769	0%	*	0%	*	*	71%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	58	739	737	742	*	22%	21%	*	*	43%	42%
Male	72	746	737	740	*	25%	26%	*	*	44%	40%
Economically Disadvantaged Students	54	732	729	726	*	31%	30%	*	*	28%	21%
Non-Economically Disadvantaged Students	76	751	743	750	*	18%	20%	*	*	55%	53%
Students with Disabilities	24	729	722	716	*	*	*	*	*	21%	12%
Students without Disabilities	106	746	742	746	*	*	*	*	*	49%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	739	741	744	10%	20%	34%	*	*	36%	42%
White	16	748	753	751	*	*	*	*	*	63%	53%
Hispanic	59	732	735	733	17%	19%	34%	*	*	31%	26%
Black or African American	43	732	733	727	*	30%	42%	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	15	779	*	768	0%	*	*	*	*	67%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	68	742	743	744	*	22%	26%	*	*	43%	42%
Male	69	736	738	743	*	17%	41%	*	*	30%	42%
Economically Disadvantaged Students	53	733	733	731	*	28%	32%	*	*	28%	24%
Non-Economically Disadvantaged Students	84	744	746	751	*	14%	35%	*	*	42%	53%
Students with Disabilities	35	720	721	718	*	34%	34%	*	*	14%	13%
Students without Disabilities	102	746	746	749	*	15%	33%	*	*	44%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Thomas Jefferson Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	733	735	728	22%	16%	27%	*	*	36%	29%
White	*	*	743	737	*	*	*	*	*	*	38%
Hispanic	33	729	737	722	*	*	*	39%	0%	39%	22%
Black or African American	36	731	727	714	*	*	31%	28%	0%	28%	15%
Asian, Native Hawaiian, or Pacific Islander	20	741	*	747	*	*	*	*	*	50%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	50	736	737	731	*	*	22%	*	*	42%	31%
Male	51	729	733	726	*	*	31%	*	*	29%	27%
Economically Disadvantaged Students	36	728	734	719	*	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	65	735	735	735	*	*	*	*	*	38%	36%
Students with Disabilities	26	707	713	707	*	*	*	*	*	*	10%
Students without Disabilities	75	742	744	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	804	744	744	0%	0%	0%	52%	48%	100%	42%
White	*	*	764	752	*	*	*	*	*	*	53%
Hispanic	*	*	738	728	*	*	*	*	*	*	24%
Black or African American	*	*	738	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	11	804	*	745	0%	0%	0%	*	*	100%	44%
Male	20	804	*	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	736	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	748	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	31	804	746	745	0%	0%	0%	52%	48%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	*	*
3-4	*	*	*
5 or more	*	*	*



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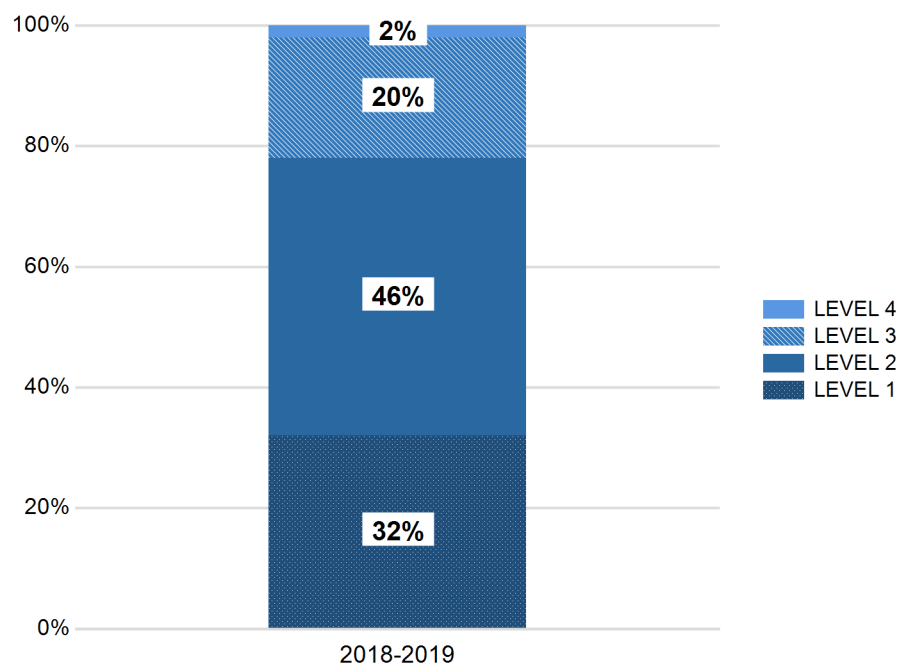
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	46	20	2
White	14	50	36	0
Hispanic	44	42	13	2
Black or African American	26	57	17	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	45	24	4
Male	36	47	17	0
Economically Disadvantaged Students	43	45	13	0
Non-Economically Disadvantaged Students	27	47	23	2
Students with Disabilities	64	28	8	0
Students without Disabilities	24	51	23	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Thomas Jefferson Middle School

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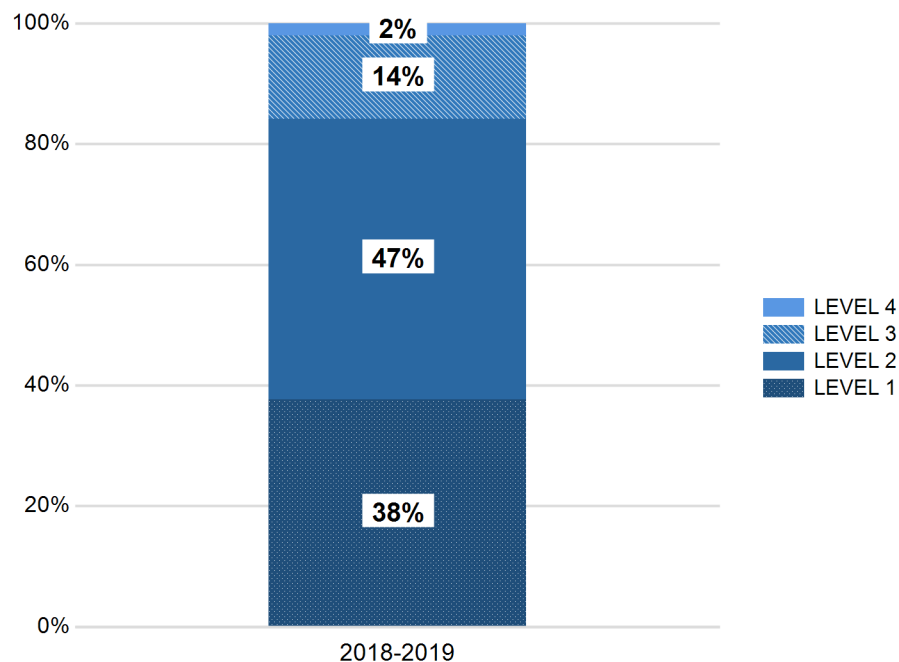
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	47	14	2
White	19	44	38	0
Hispanic	43	50	5	2
Black or African American	49	37	15	0
Asian, Native Hawaiian, or Pacific Islander	21	61	14	4
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	42	50	6	2
Male	34	44	21	1
Economically Disadvantaged Students	54	46	0	0
Non-Economically Disadvantaged Students	31	47	19	2
Students with Disabilities	64	28	8	0
Students without Disabilities	31	51	15	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Thomas Jefferson Middle School
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	139
7	0	0	143
8	34	0	108
Total	34	0	390

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	135	0	0	0	0	0	0
7	106	29	0	0	0	0	0
8	115	24	0	0	0	0	0
Total	356	53	0	0	0	0	0



Thomas Jefferson Middle School
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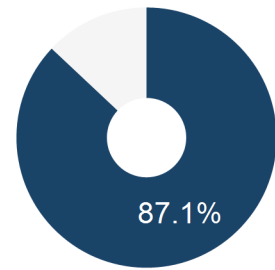
Report Key:
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Visual and Performing Arts – Course Participation

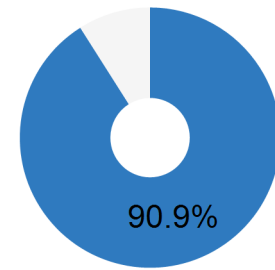
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

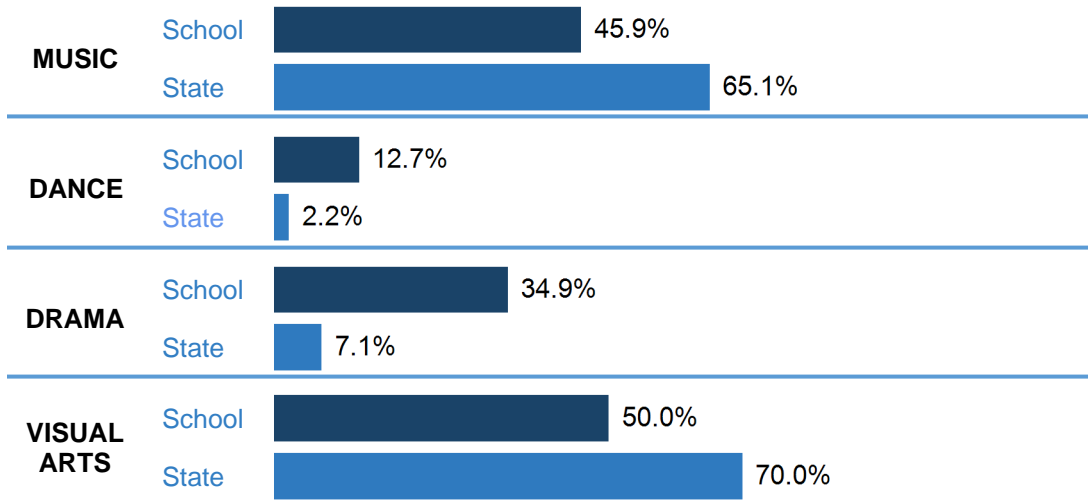


School



State

Students enrolled in one or more classes by discipline:





Thomas Jefferson Middle School

(03-5150-070)

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

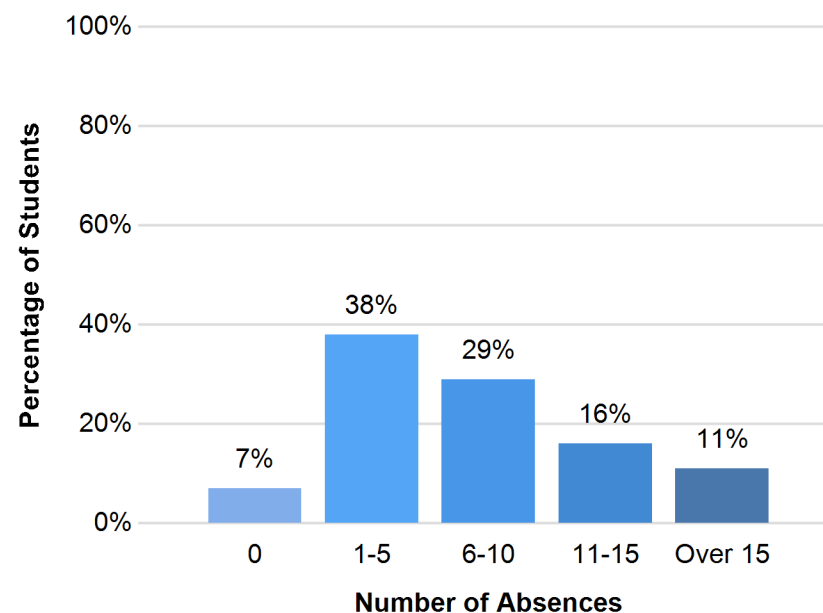
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	43	7.8	8.7	Met
White	5	6.8	8.7	Met
Hispanic	17	7.7	8.7	Met
Black or African American	16	9.6	8.7	Not Met
Asian, Native Hawaiian, or Pacific	4	5.4	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	7.5		
Male	24	8.1		
Economically Disadvantaged Students	21	10.9	8.7	Not Met
Students with Disabilities	8	6.3	8.7	Met
English Learners	2	12.5	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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 (03-5150-070)
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 2018-2019

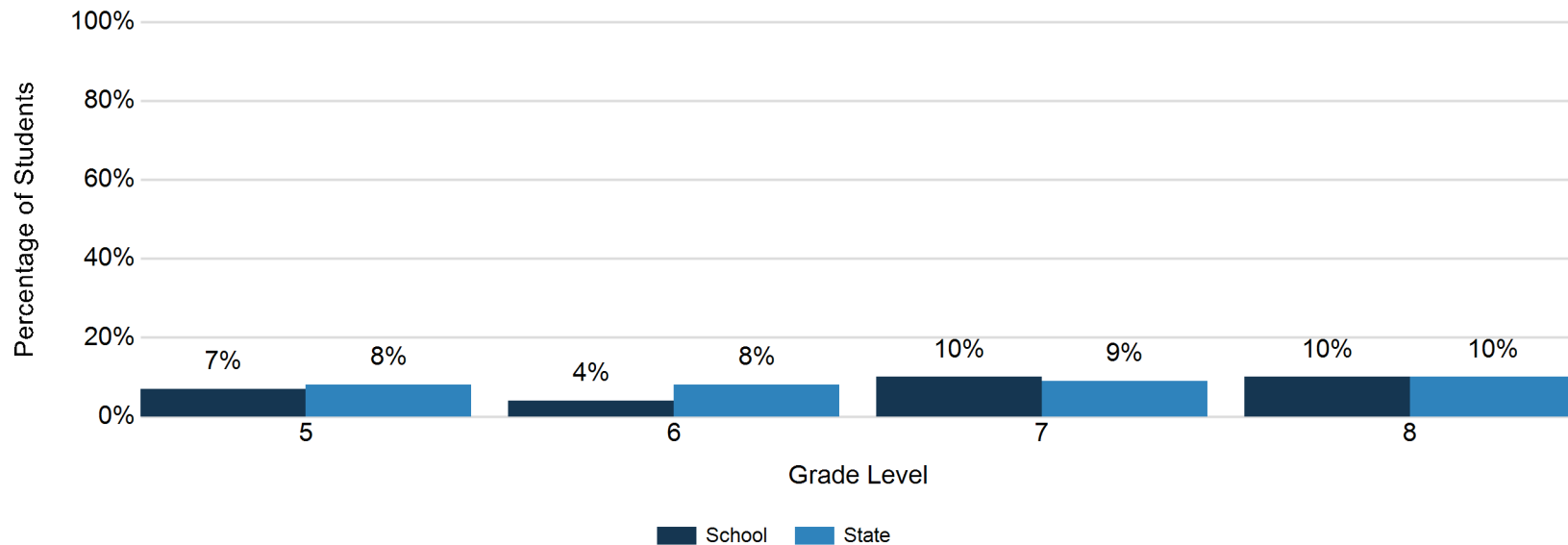
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	2
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.86

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	1.9%
Out-of-School Suspensions	37	6.9%
Any Suspension	42	7.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed
due to Out-of-School
Suspensions

85



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	67.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	10:1
Students to Administrators	179:1	124:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	75.0%	66.7%	48.4%	77.1%	54.9%
Male	53.2%	25.0%	33.3%	51.6%	22.9%	45.1%
White	12.6%	64.1%	33.3%	42.4%	83.6%	77.4%
Hispanic	40.9%	12.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.9%	21.9%	66.7%	15.0%	6.6%	13.9%
Asian	13.6%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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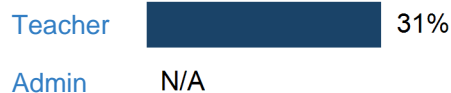
Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.9%	64.2%	56.9%
Math Proficiency	42.5%	46.7%	44.8%
ELA Growth	49	45	46
Math Growth	41	46	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.4%	1.2%	7.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	N	N	Exceeds Standard	Met Standard	Met Standard	**	No

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



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School Narrative

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



Highlights:

- Thomas Jefferson Middle School has a greenhouse and garden on campus where students cultivate their own fruits, vegetables and herbs throughout the course of the school year.
- All students participated in our annual tribute to honor the community first responders and remembrance of 9/11. TJMS hosts an annual Thanksgiving Dinner open to all in the community.
- Students in fifth and sixth grades participated In The Hour Of Code during the month of December.



Mission, Vision, Theme:

The mission is to ensure that all students work to meet their highest level of academic achievement. Faculty are dedicated to implementing the highest of standards. Empowering students to become lifelong learners who can identify their own strengths, learning styles and areas in need of improvement. Nurturing students' development as they become safe, responsible and respectful members of society. Developing students' skills in order to participate in the local and global community.



Awards, Recognition, Accomplishments:

Each marking period, students who achieve academic excellence are recognized with an honor roll and principal's honor roll awards assembly. Eighth grade students are recommended to and inducted into the National Junior Honor Society based on academic accomplishments and strong character. Students compete in the National Geography Bee and Spelling Bee across all grade levels within the school and advance to the county, state and national levels.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Core Curriculum courses include Language Arts, Mathematics, Science, Social Studies, Spanish/French and Physical Education & Health. Special Education, Gifted & Talented and Basic Skills programs provide enhancements. Elective courses offered are Music, Art, Multimedia, Computer Applications, Forensics, Dance, Drama, Fitness, Humanities and Creative Writing. The School Counseling Department, Nursing, and Library Media Information Services complete the middle school program.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Soccer (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Clubs include TJ Achievers mentoring for boys, TJ Activists, Band, Bridge, Chorus, Drama, Environmental Science, Jazz Band, Math, National Junior Honor Society, Orchestra, Intramural Sports, STEPS mentoring for girls, Student Council, Kids Chronicle, and Yearbook. Leadership Development groups including Power Boys, Empower Girls and TJ Ambassadors.</p>



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 <p>Before and After School Programs:</p>	<p>We have a breakfast program that commences at 7:20 a.m. until 8:15 a.m. where students have breakfast, read quietly and socialize with friends. We have an after school program School Age Child Care (SACC), a non-profit program. The goal of the program is to provide the best possible experience for children after the school day by offering opportunities for play, rest, socialization, and continued learning in a relaxed and comfortable environment. We also have a Title I funded after school Math and Literacy program offered to recommended students from 3:15-4:15pm on Tuesdays and Thursdays over 16 weeks.</p>
 <p>Staff and Professional Learning:</p>	<p>Foundation Training: a Mentoring Program for non-tenured teachers providing strategies for promoting active, in-depth learning. Teachers are provided opportunities to share best practices during weekly faculty meetings. Teachers are committed to continuous learning through attendance at conferences, workshops, conventions, and graduate course work. Faculty members often assume leadership roles in training colleagues in co-teaching, technology, and data-analysis. We offer in house professional development program where teachers led their own training sessions. We have three half day professional development sessions scheduled in our yearly calendar to provide teachers with opportunities to grow professionally.</p>



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 <p>Student Supports and Services:</p>	<p>ELL students offered pull out support program. Special Services include programs for self-contained, replacement, In-class support, occupational and speech therapy. Struggling students are offered supplemental courses in math and literacy, morning and/or after-school programs, summer literacy and mathematics programs and daily extra help with teachers. I&RS and 504 services assist students experiencing learning, behavior or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education and health courses, daily recess and intramural sports program. The American Heart Association's Jump Rope for Heart, Hoops for Heart, Healthy relationships with the Second Step Program, and annual field day activities. Breakfast program offered each morning. Full-time Nurse provides health and wellness information to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Active Parent Teacher Association (PTA) and Building Quality Management Team (BQMT) meet monthly to raise funds and bring concerns/suggestions to administration and faculty. Parents and community members are invited to all performances and assemblies (e.g. Veterans Day Program, Honors Awards, NJHS Induction Ceremony, Data presentation and informational sessions). We have ongoing partnerships with the Puffin Foundation, Teaneck Police & Fire Departments, Bergen County Prosecutor's Office, Region V and local colleges. Parent portals include Skyward, Teacher eBoards, Google Classrooms and school website all available online.</p>



Thomas Jefferson Middle School

(03-5150-070)

Grades Offered: 05-08

2018-2019

Report Key:

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School Narrative

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Facilities:

The age of building is sixty-one and there have not been any recent renovations. Air conditioning available in offices and computer labs. Building has a Media Center/Library, Gymnasium, Auditorium, Cafeteria, two computer labs, Science Labs, and Performing Arts wing which includes soundproof practice rooms. Solar panels displayed in front of building and used to conserve energy.



School Safety:

We work with the support staff and community services to provide students with safety presentations. e.g. Bergen County Prosecutor's Office provide presentations to students on internet safety and gang information.



Thomas Jefferson Middle School

(03-5150-070)

Grades Offered: 05-08

2018-2019

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School Narrative

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Technology and STEM:

Students have access to technology via portable devices within the classroom. 4 classrooms have enboards and all classrooms are equipped with a desktop work station.



Thomas Jefferson Middle School

(03-5150-070)

Grades Offered: 05-08

2018-2019

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School Narrative

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Other Information

Thomas Jefferson Middle school is located approximately 17 miles from New York City. Our middle school is comprised of fifth, sixth, seventh and eighth grades. We offer 80 minute blocks for Literacy and Mathematics for fifth and sixth grade students and 54 minute classes for all other subjects. Seventh and eighth grade students receive 54 minute instruction in all courses. Commitment to life long learning in a caring environment is our school motto. Students learn the power of knowledge and reasoning in a supportive setting that strives for excellence. Hands-on activities and integrated approaches to the curriculum enable students at all grade levels to build bridges between subjects and recognize connections through lively participation. A nurturing school climate fosters personal growth and the attainment of self-reliance and independence needed for continued success. Technology enriches every aspect of the curriculum at Thomas Jefferson. Students use a variety of programs to augment their learning, including word processing, spreadsheets, multimedia presentations, digital imaging, movie making and desktop publishing. Most teachers have access to ELMO projectors which serve a variety of purposes during instruction to enhance student learning. We currently have a 1:1 technology initiative where students have their own personal learning devices. A portable SMART Board is available for classroom use. Our Music students learn to compose their own music on iPads in the Music Technology course. Science labs are equipped with computer integrated probes for experiments. Each member of the Thomas Jefferson community is encouraged to always be ready to accept new challenges, meet new and different people, read new books, work together in professional learning communities, enhance and develop “the whole person” as we move forward in today’s society.



William Cullen Bryant School
(03-5150-080)
Grades Offered: PK-KG
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



William Cullen Bryant School
(03-5150-080)
Grades Offered: PK-KG
2018-2019

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School Contact Information

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

Type	Contact Information
County	Bergen
District	Teaneck School District
Principal Name	Ms. Leslie Abrew
Address	1 TRYON AVENUE TEANECK, NJ 07666
Phone Number	201-833-5546
Email Address	labrew@teaneckschools.org
Website	http://www.teaneckschools.org
Facebook	https://www.facebook.com/bryantPTO-Teaneck
Twitter	https://twitter.com/teaneck_bryant



William Cullen Bryant School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	77	142	178
KG	156	168	159
Total	233	310	337

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	36.9%	40.0%	45.4%
Male	63.1%	60.0%	54.6%
Economically Disadvantaged Students	37.3%	34.5%	48.1%
Students with Disabilities	43.8%	31.3%	30.6%
English Learners	7.3%	8.1%	4.5%
Homeless Students	1.3%	1.3%	1.8%
Students in Foster Care	0.0%	0.6%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	21.5%	19.7%	18.1%
Hispanic	37.8%	34.8%	34.4%
Black or African American	24.0%	28.7%	30.9%
Asian	13.3%	12.6%	12.5%
Native Hawaiian or Pacific Islander	0.4%	0.6%	0.6%
American Indian or Alaska Native	1.7%	1.3%	0.9%
Two or More Races	1.3%	2.3%	2.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	31	115	28
PK - Full Day	46	27	150
KG - Half Day	0	0	0
KG - Full Day	156	168	159

Enrollment by Home Language

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

Home Language	% of Students
English	88.7%
Spanish	6.5%
Urdu	1.8%
Other Languages	3.0%



William Cullen Bryant School
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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	*	*
3-4	*	*	*
5 or more	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

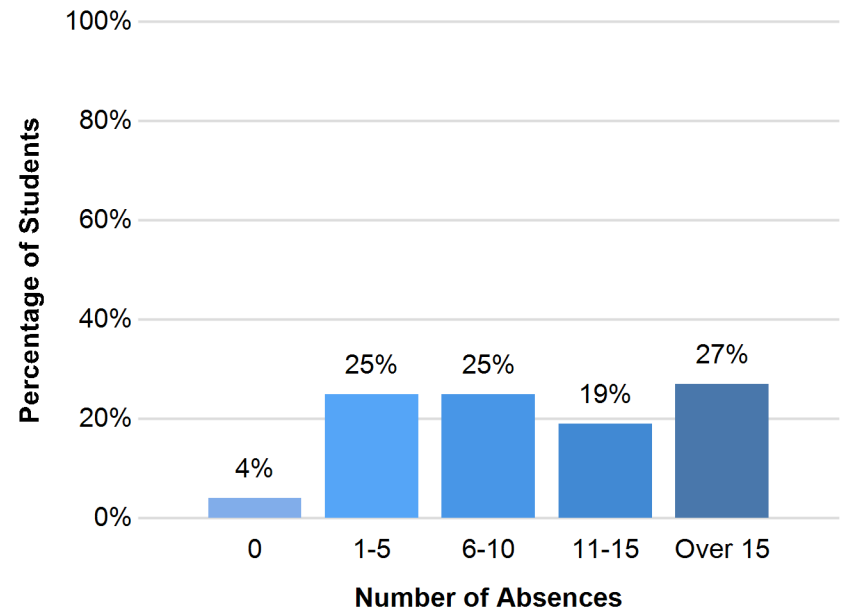
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	23.3	13.1	Not Met
White	4	21.1	**	**
Hispanic	13	22.8	13.1	Not Met
Black or African American	10	19.2	13.1	Not Met
Asian, Native Hawaiian, or Pacific	6	25.0	13.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	20.8		
Male	22	25.3		
Economically Disadvantaged Students	20	30.8	13.1	Not Met
Students with Disabilities	7	20.0	13.1	Not Met
English Learners	3	27.3	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





William Cullen Bryant School
 (03-5150-080)
 Grades Offered: PK-KG
 2018-2019

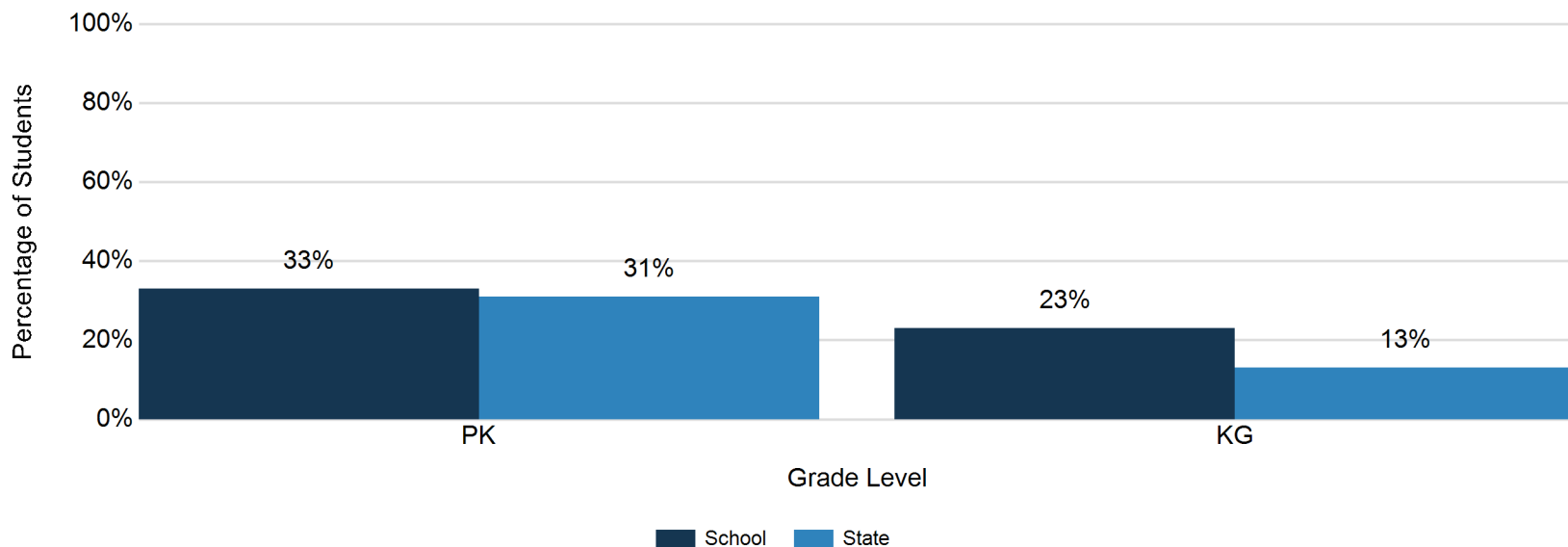
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	72.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	15.3	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	10:1
Students to Administrators	337:1	124:1
Teachers to Administrators	25:1	12:1
Students to Librarians/Media Specialists		1202:1
Students to Nurses		515:1
Students to Counselors		361:1
Students to Child Study Team Members		190:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.4%	92.0%	100.0%	48.4%	77.1%	54.9%
Male	54.6%	8.0%	0.0%	51.6%	22.9%	45.1%
White	18.1%	44.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	34.4%	20.0%	100.0%	29.9%	7.3%	7.2%
Black or African American	30.9%	20.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.5%	16.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.6%	90.5%
2017-18 Administrators: Same district 2018-19	85.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.






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School Narrative

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 <p>Highlights:</p>	<ul style="list-style-type: none"> Technology is a part of each school day, with all students utilizing 1:1 personal iPads and Chromebooks. 2018 and 2019 NJ PEEA Grant Recipient 2019 School Climate Transformation Grant awarded to Teaneck School District. Bryant School participating in the initiative to improve school climate.
 <p>Mission, Vision, Theme:</p>	<p>Bryant School is a place where academic excellence, personal integrity, diverse perspectives and meaningful relationships thrive in a safe, respectful, nurturing and intellectually stimulating environment. Parents, faculty and community members work together to advance student achievement and to assist each child in reaching his/her full potential. Motto Where seeds of happiness and academic excellence are planted.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2016 Winner Kaboom/Dr Pepper Let's Play Construction Grant for Courtyard playground.</p>



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Courses, Curriculum, Instruction:

For school year 2018-2019, we will be using Benchmark Literacy for Kindergarten students and the Tools of the Mind Curriculum in all Pre-K-3 and Pre-K-4 classrooms. Our curriculum encompasses the basic concepts of Reading, Writing, Mathematics (Go Math!), Science and Social Studies, based on the NJ Pre-K Standards/K Common Core Standards. In order to serve a population that is diverse, with a wide range of abilities and developmental stages, we teach using differentiated instruction.



Clubs and Activities:

Some of the co-curricular activities at Bryant School include: art, music, foreign language, musical performances, school wide reading contest, Kindness Patrol.





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 2018-2019

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School Narrative

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

 <p>Before and After School Programs:</p>	<p>Bryant School houses a before and after-care program called School Aged Child Care (SACC), which is coordinated by the Teaneck Community Education Center (TCEC). The SACC program runs from 7:00 AM - 8:20 AM and 2:20 PM - 6:15 PM. Bryant School offers magic and air planes programs through the TCEC.</p>
 <p>Staff and Professional Learning:</p>	<p>All staff participate in district-wide and school-based professional development (60+ hours/academic year). Grade level and departmental meetings take place throughout the school year giving staff members an opportunity to collaborate with colleagues. Foundation Training is offered to assist and advise teachers in teaching practices; subject area content matters, instructional methodologies, development of daily and long-range lesson/unit plans and organize classrooms for effective learning. Coaching and mentoring occurs for Pre- School Teachers (3/4) through Tools of the Mind.org.</p>






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 <p>Student Supports and Services:</p>	<p>Intervention & Referral Services assist students experiencing learning, behavior, social or health difficulties. ESL supports and services learners whose dominant language is other than English. Literacy Enrichment Services provides individualized and small group diagnostic/literacy enrichment for students experiencing difficulties in reading and language arts skill.</p>
 <p>Student Health and Wellness:</p>	<p>Daily breakfast and hot lunch program. School wide healthy eating initiative and programs (i.e., Express Your Health, Wellness Screenings for both vision and dental).</p>
 <p>Parent and Community Involvement:</p>	<p>Bryant School has a Parent-Teacher Organization which helps to facilitate parental involvement in school. We also have another program, FLIPS - Families Learning, Improving and Partnering for Students Success hold meetings in conjunction with the PTO Executive Board to provide workshop sessions on topics that promote student academic success and social emotional growth.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers GLOW/GROW - End of Year Parent survey (1x per academic year), NYPIRC- Welcoming Schools Survey (1x per academic year). Results from surveys lead to recommendations for improved drop off/pick up procedures, improved signage for families, and welcome banners.</p>
 <p>Facilities:</p>	<p>The Bryant School building is over 100 years old and has had interior additions in 2010. We have an air conditioned library, gymnasium, interior ecoscape courtyard, two playground spaces and an air conditioned multi-purpose room. Some of our classrooms are equipped with Smart Board technology. All of our classes have 1:1 laptop and/or iPads.</p>
 <p>School Safety:</p>	<p>School safety team meets 4x per year to review safety policies and procedures.</p>





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 <p>Technology and STEM:</p>	<p>1:1 ipad program and 11 SMARTBoards</p>
 <p>Early Childhood Education:</p>	<p>As a receipt of the largest PreK funding in over a decade, Bryant School has been able to invest in early childhood education by providing our youngest learners with a high-quality early education. This early start in the educational experience of young students helps to provide them with the skills and knowledge needed to succeed in a rapidly-evolving world.</p>



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Other Information

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