



# State of New Jersey 2014-15

## OVERVIEW

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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

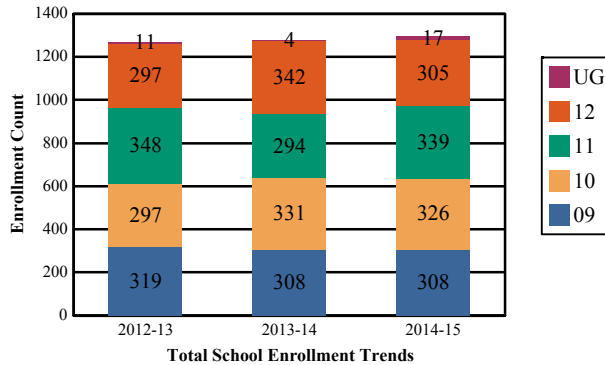
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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

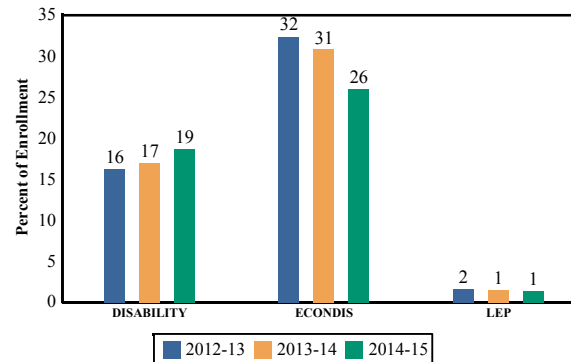


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

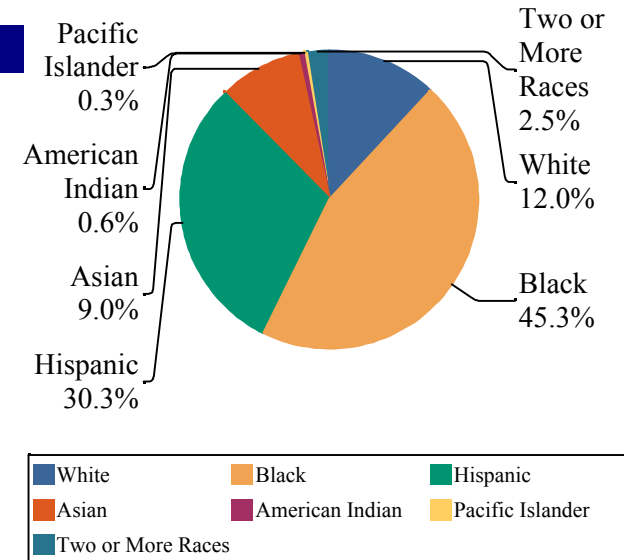
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

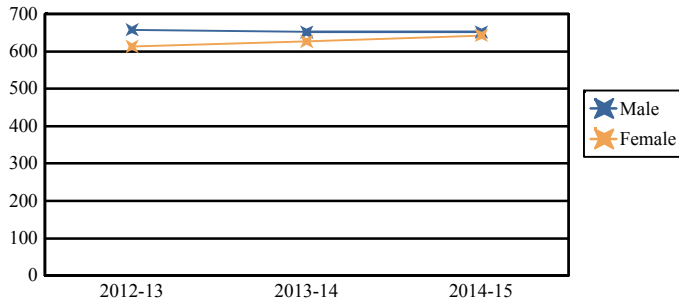
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	1,272
2013-14	1,279
2014-15	1,295

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	658	614
2013-14	652	627
2014-15	652	643

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	241	19%
Economically Disadvantaged Students	337	26.0%
English Language Learners	17	1.3%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.4%
Spanish	8.6%
Urdu	1.5%
Arabic	1.1%
Tagalog	1.0%
Malayalam	0.3%
Other	3.1%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	29%	16	34
Math Met or Exceeded Expectation	19%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	600	29.2%	95%	89.5%	NO
White	61	34.4%	95%	79.2%	NO
African American	262	19.4%	95%	88.3%	NO
Hispanic	192	31.2%	95%	91.9%	YES*
American Indian	-	-	--	--	--
Asian	60	51.7%	95%	95.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	204	24.5%	95%	91.6%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	587	18.9%	95%	88%	NO
White	58	18.9%	95%	78.4%	NO
African American	258	13.2%	95%	87.2%	NO
Hispanic	187	20.4%	95%	89.5%	NO
American Indian	-	-	--	--	--
Asian	60	31.7%	95%	95.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	195	15.9%	95%	89.1%	NO

YES\* = Met Participation Rate (Participation Averaging applied)

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Proficiency Outcomes - Biology

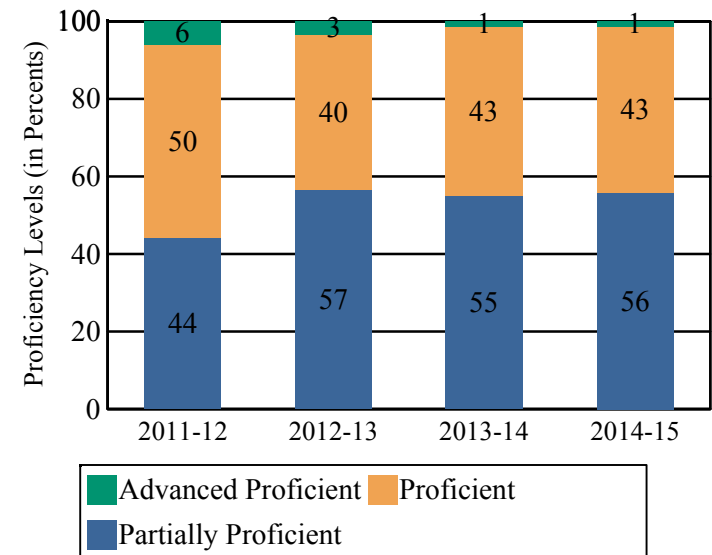
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	1%	43%	56%
White	-	-	-
African American	0%	41%	59%
Hispanic	4%	33%	63%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	2%	24%	74%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	33%	67%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	319	731	739	23%	22%	24%	27%	5%	32%	41%
White	32	745	746	13%	19%	25%	31%	13%	44%	47%
African American	137	718	723	31%	27%	26%	14%	3%	17%	23%
Hispanic	112	735	725	21%	19%	21%	35%	5%	40%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	21	754	765	5%	24%	19%	38%	14%	52%	68%
Two or More Races	14	761	731	0%	7%	29%	64%	0%	64%	36%
Students with Disability	64	703	706	55%	25%	8%	13%	0%	13%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	114	723	724	32%	20%	20%	24%	4%	28%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	280	723	735	30%	25%	18%	20%	6%	26%	38%
White	29	727	741	21%	24%	31%	17%	7%	24%	43%
African American	125	720	717	34%	27%	17%	18%	5%	22%	22%
Hispanic	79	715	720	38%	28%	15%	14%	5%	19%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	39	747	763	10%	15%	23%	44%	8%	51%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	90	714	718	39%	23%	18%	17%	3%	20%	23%



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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	269	736	741	24%	19%	18%	31%	8%	39%	42%
White	38	764	745	8%	3%	24%	42%	24%	66%	46%
African American	119	725	727	33%	19%	19%	27%	2%	29%	27%
Hispanic	78	728	731	26%	29%	14%	24%	6%	31%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	27	760	765	7%	7%	22%	48%	15%	63%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	51	705	712	61%	20%	8%	12%	0%	12%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	72	729	730	28%	22%	17%	28%	6%	33%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP  $\geq 3$  or score IB  $\geq 4$  may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	42	85.7%	3.50	3.36
- Data is suppressed to protect the confidentiality of the students.				

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	284	721	740	24%	32%	26%	18%	0%	18%	40%
White	24	725	746	8%	46%	29%	17%	0%	17%	47%
African American	135	715	722	30%	33%	24%	13%	0%	13%	20%
Hispanic	103	727	725	19%	28%	27%	24%	1%	25%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	12	727	769	33%	8%	42%	17%	0%	17%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	108	718	725	30%	29%	25%	16%	1%	17%	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	260	723	728	14%	42%	32%	12%	1%	13%	21%
White	25	726	731	12%	44%	28%	12%	4%	16%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	78	723	718	8%	49%	33%	9%	1%	10%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	32	735	751	9%	19%	50%	22%	0%	22%	54%
Two or More Races	11	751	724	0%	9%	36%	55%	0%	55%	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	77	721	718	13%	56%	19%	12%	0%	12%	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	256	706	721	43%	29%	14%	13%	0%	13%	24%
White	30	713	725	37%	27%	20%	17%	0%	17%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	72	699	706	54%	26%	10%	10%	0%	10%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	37	734	751	11%	35%	19%	35%	0%	35%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	83%	52	51	80%	YES
Percent of Students Participating in PSAT or PLAN	91%	48	54	60%	YES
Percent of Students Scoring Above 1550 on SAT	26%	3	34	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	12%	13	25	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	79%	68	71	75%	YES
<b>Summary</b>		37	47		60%

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	81.3%	79.3%	79.1%
Participating in ACT	16.7%		25.2%
Participating in PSAT or PLAN	90.8%	81.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	30.7%	36.7%	36.3%
One or More Test	18.3%	31.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	12.4%	27.1%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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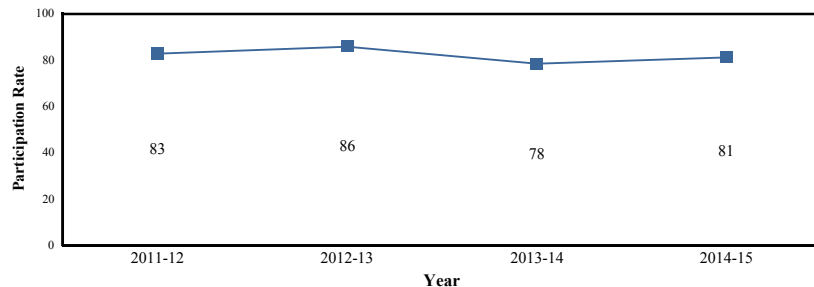
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	26.1%	45.3%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,389	1,535	1,508
Critical Reading	453	501	496
Mathematics	473	529	518
Writing	463	505	494

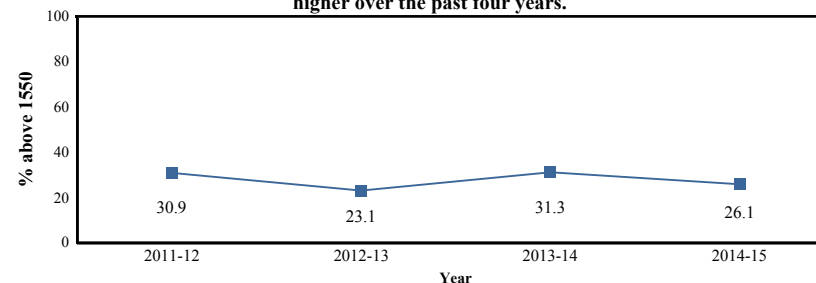
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	79.7%	71.7%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	78.8%	72.3%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	510	533	520
50th Percentile	450	470	450
25th Percentile	390	400	390

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	82	44
AP English Language and Composition	64	43
AP Biology	59	17
AP English Literature and Composition	51	15
AP Environmental Science	41	9
AP Calculus AB	26	7
AP Chemistry	15	7
AP U.S. History	15	9
AP Statistics	13	7
AP Physics C	12	
AP Computer Science A	11	7
AP Calculus BC	8	6
AP U.S. Government and Politics	6	3
AP Spanish Language		13
AP Physics C: Electricity and Magnetism		5
AP Physics C: Mechanics		5
AP Studio Art/Drawing Portfolio		5

### Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	8.7%	2.1%
Drama/Theater	14.7%	3.8%
Music	11.9%	17.8%
Visual Arts	18.9%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>51.5%</b>	<b>49.9%</b>

N/R - Data Not Reported

### Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.3%	18.3%
Structured Learning Experience	7.1%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

**BERGEN**

**GRADE SPAN 09-12**

**TEANECK HIGH SCHOOL**

**100 ELIZABETH ST**

**TEANECK TWP**

**TEANECK, NJ 07666-4713**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	90%	20	33	78%	YES
Dropout Rate	0.4%	45	55	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		33	44		100%

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	90%	78%
White	83%	
African American	93%	
Hispanic	90%	
American Indian	-	
Asian	90%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	80%	
English Language Learners	-	
Economically Disadvantaged Students	87%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	.4%	2%
White	0%	
African American	.7%	
Hispanic	.3%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	0%	
Students with Disability	.8%	
English Language Learners	-	
Economically Disadvantaged Students	.3%	

**GRADUATION AND POSTSECONDARY**

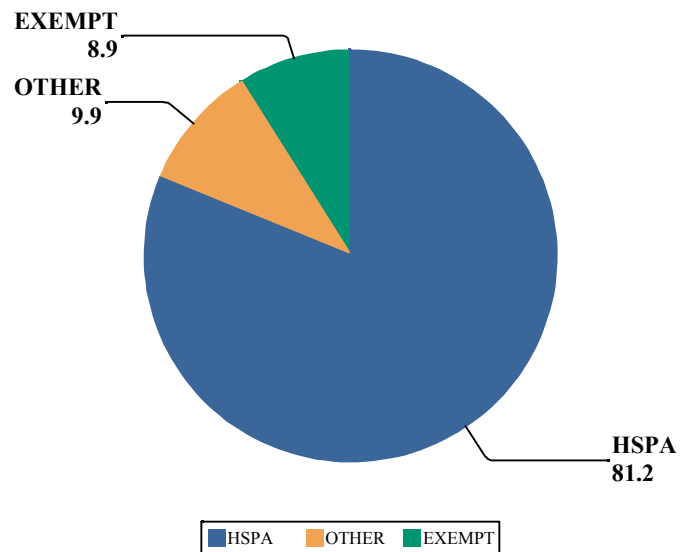
**BERGEN  
TEANECK TWP**

**GRADE SPAN 09-12**

**03-5150-050  
TEANECK HIGH SCHOOL  
100 ELIZABETH ST  
TEANECK, NJ 07666-4713**

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	90%	92%
2013	92%	94%
2014	91%	92%
2015	90%	

### Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	80%	37.3%	62.7%
White	90.5%	36.8%	63.2%
African American	79.8%	33.8%	66.2%
Hispanic	73.3%	46%	54%
Asian	86.4%	36.8%	63.2%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	58.3%	62.9%	37.1%
English Language Learners	-	-	-
Economically Disadvantaged Students	80%	45.7%	54.3%

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN

GRADE SPAN 09-12

TEANECK TWP

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	757	766
50th	732	739
25th	704	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	821
75th	740	762
50th	719	735
25th	700	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
TEANECK TWP

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	750	766
50th	719	733
25th	693	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	765	768
50th	741	740
25th	701	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	773	793
75th	736	747
50th	722	726
25th	707	710
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	813
75th	728	748
50th	707	718
25th	680	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

**SCHOOL CLIMATE**

BERGEN  
TEANECK TWP

GRADE SPAN 09-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 45 Mins.

**Student Suspension Rate**

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

	School
2014-15	13.1%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	370

**SCHOOL PEER GROUP**

**BERGEN**  
**TEANECK TWP**

**GRADE SPAN 09-12**

**03-5150-050**  
**TEANECK HIGH SCHOOL**  
**100 ELIZABETH ST**  
**TEANECK, NJ 07666-4713**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FORT LEE BORO	FORT LEE HIGH SCHOOL	03-1550-050	09-12	24%	5.7%	13.3%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS HIGH SCHOOL	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LEONIA BORO	LEONIA HIGH SCHOOL	03-2620-050	09-12	16.6%	6.1%	12.3%
BERGEN	LYNDHURST TWP	LYNDHURST HIGH SCHOOL	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON HIGH SCHOOL	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	RIDGEFIELD BORO	RIDGEFIELD MEMORIAL HIGH SCHOOL	03-4370-050	09-12	25.2%	2.2%	27.2%
BERGEN	SADDLE BROOK TWP	SADDLE BROOK MIDDLE/HIGH SCHOOL	03-4610-050	07-12	19.5%	1.2%	19.5%
BERGEN	TEANECK TWP	TEANECK HIGH SCHOOL	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE HIGH SCHOOL	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL HIGH SCHOOL	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP HIGH SCHOOL	05-0620-010	09-12	23.1%	1.8%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	29.4%	2%	17.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL WEST	07-0800-040	09-12	29.8%	1%	19.2%
MERCER	LAWRENCE TWP	LAWRENCE HIGH SCHOOL	21-2580-040	09-12	24.2%	2.6%	15.3%
MIDDLESEX	EDISON TWP	JOHN P. STEVENS HIGH SCHOOL	23-1290-053	09-12	18.7%	2.2%	7.8%
MIDDLESEX	MIDDLESEX BORO	MIDDLESEX HIGH SCHOOL	23-3140-050	09-12	27.8%	1.6%	12.2%
MIDDLESEX	OLD BRIDGE TWP	OLD BRIDGE HIGH SCHOOL	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD HIGH SCHOOL	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	HENRY HUDSON REGIONAL SCHOOL	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP HIGH SCHOOL	25-3810-030	09-12	26.2%	3.3%	16.3%
MONMOUTH	RED BANK REGIONAL	RED BANK REGIONAL HIGH SCHOOL	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	BOONTON HIGH SCHOOL	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	MORRIS HILLS HIGH SCHOOL	27-3370-050	09-12	23.3%	2.4%	11.1%

**SCHOOL PEER GROUP**

**BERGEN**

**TEANECK TWP**

**GRADE SPAN 09-12**

**TEANECK HIGH SCHOOL**

**100 ELIZABETH ST**

**TEANECK, NJ 07666-4713**

MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HIGH SCHOOL	27-3950-050	09-12	21.9%	2.5%	15.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HILLS HIGH SCHOOL	27-3950-053	09-12	14.6%	1.8%	15.1%
PASSAIC	HAWTHORNE BORO	HAWTHORNE HIGH SCHOOL	31-2100-050	09-12	24.1%	1.5%	19%
PASSAIC	PASSAIC VALLEY REGIONAL	PASSAIC VALLEY REGIONAL HIGH SCHOOL	31-3990-050	09-12	24.5%	1.3%	12.2%
SOMERSET	SOMERVILLE BORO	SOMERVILLE HIGH SCHOOL	35-4820-050	09-12	15%	2.2%	10.9%
SUSSEX	HOPATCONG	HOPATCONG HIGH SCHOOL	37-2240-030	09-12	28.3%	0.7%	23.6%
UNION	SUMMIT CITY	SUMMIT HIGH SCHOOL	39-5090-050	09-12	17.5%	2.5%	11.5%
WARREN	HACKETTSTOWN	HACKETTSTOWN HIGH SCHOOL	41-1870-050	09-12	13%	2.1%	14.2%





# State of New Jersey 2014-15

**OVERVIEW**  
**BERGEN**  
**TEANECK TWP**

**GRADE SPAN 05-08**

**03-5150-060**  
**BENJAMIN FRANKLIN MIDDLE SCHOOL**  
**1315 TAFT ROAD**  
**TEANECK, NJ 07666**

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

BERGEN

TEANECK TWP

GRADE SPAN 05-08

03-5150-060

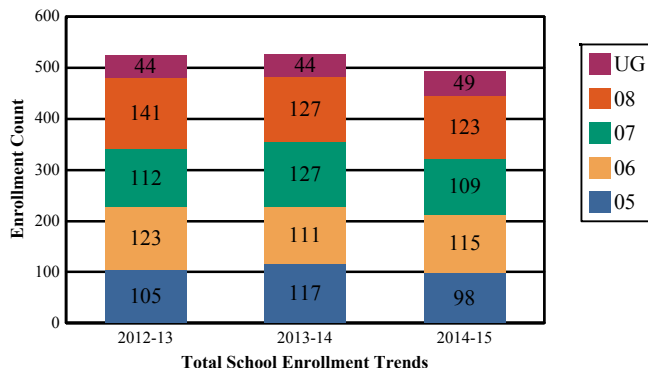
BENJAMIN FRANKLIN MIDDLE SCHOOL

1315 TAFT ROAD

TEANECK, NJ 07666

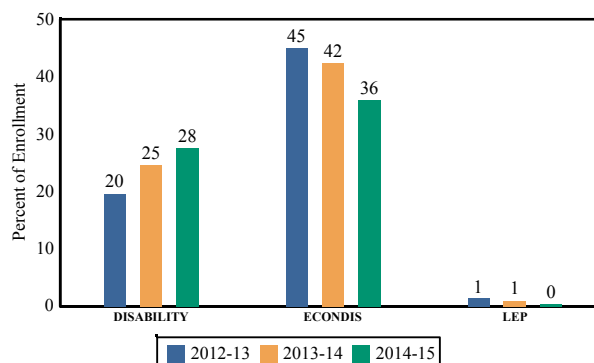
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



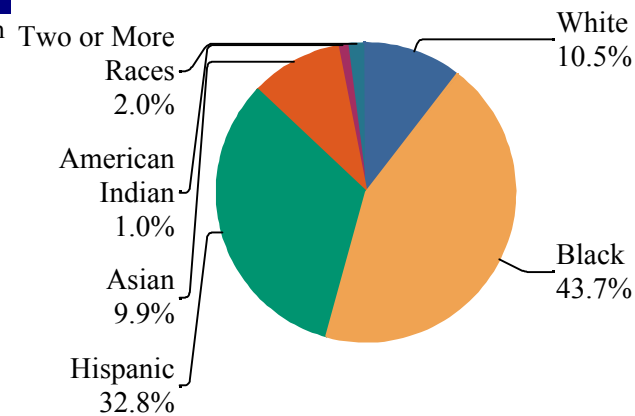
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



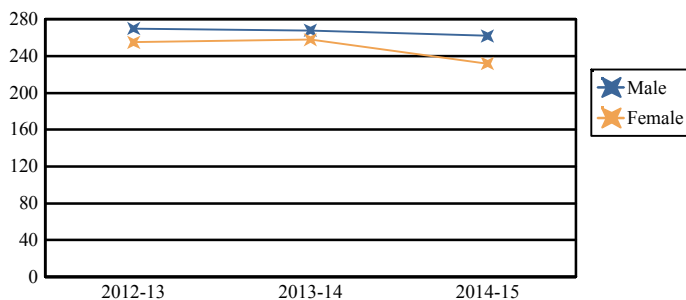
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

2012-13	525
2013-14	526
2014-15	494

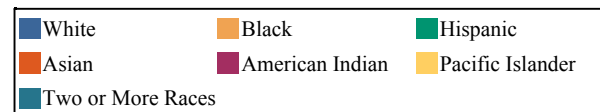
### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	136	28%
Economically Disadvantaged Students	178	36.0%
English Language Learners	2	0.4%



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	85.7%
Spanish	8.9%
Tagalog	1.0%
Chinese	0.6%
Mandarin	0.6%
Afar	0.4%
Other	2.8%

**ACADEMIC ACHIEVEMENT**

**BERGEN**  
**TEANECK TWP**

**GRADE SPAN 05-08**

**BENJAMIN FRANKLIN MIDDLE SCHOOL**  
**1315 TAFT ROAD**  
**TEANECK, NJ 07666**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>51%</b>	<b>91</b>	<b>54</b>
Math Met or Exceeded Expectation	<b>43%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	457	50.7%	95%	94.3%	<b>YES*</b>
White	51	66.7%	95%	89.8%	<b>YES*</b>
African American	195	42.5%	95%	93.2%	<b>YES*</b>
Hispanic	148	52%	95%	95.8%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	50	66%	95%	100%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	131	14.5%	95%	93.7%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	176	39.2%	95%	93.5%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	458	42.6%	95%	93.8%	YES*
White	51	56.9%	95%	89.8%	YES*
African American	194	34.6%	95%	92.7%	YES*
Hispanic	150	44.7%	95%	94.7%	YES
American Indian	-	-	--	--	--
Asian	50	60%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	130	11.5%	95%	93%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	175	33.2%	95%	92.6%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	750	751	6%	19%	23%	46%	5%	51%	53%
White	13	763	757	0%	15%	23%	54%	8%	62%	62%
African American	34	746	734	9%	15%	35%	35%	6%	41%	31%
Hispanic	33	747	737	9%	18%	18%	52%	3%	55%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	18	754	771	0%	33%	11%	50%	6%	56%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	34	723	723	18%	35%	29%	18%	0%	18%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	38	739	734	11%	21%	26%	42%	0%	42%	31%

ACADEMIC ACHIEVEMENT

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TEANECK TWP

BENJAMIN FRANKLIN MIDDLE SCHOOL  
1315 TAFT ROAD  
TEANECK, NJ 07666

GRADE SPAN 05-08

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	747	749	7%	13%	34%	41%	5%	47%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	54	742	732	11%	15%	31%	41%	2%	43%	29%
Hispanic	42	750	736	2%	7%	45%	43%	2%	45%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	34	720	718	21%	26%	41%	12%	0%	12%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	48	741	733	10%	15%	38%	35%	2%	38%	30%

ACADEMIC ACHIEVEMENT

BERGEN  
TEANECK TWP

BENJAMIN FRANKLIN MIDDLE SCHOOL  
1315 TAFT ROAD  
TEANECK, NJ 07666

GRADE SPAN 05-08

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	747	750	8%	16%	27%	38%	11%	49%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	55	741	730	9%	20%	27%	36%	7%	44%	31%
Hispanic	33	747	736	6%	15%	30%	39%	9%	48%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	11	766	777	9%	0%	27%	27%	36%	64%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	31	711	713	26%	39%	23%	13%	0%	13%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	40	743	733	8%	20%	33%	30%	10%	40%	33%



ACADEMIC ACHIEVEMENT

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GRADE SPAN 05-08

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	132	752	750	10%	11%	23%	44%	12%	56%	53%
White	21	769	757	0%	19%	19%	33%	29%	62%	61%
African American	52	737	730	21%	8%	29%	38%	4%	42%	31%
Hispanic	40	756	735	3%	13%	25%	53%	8%	60%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	14	775	778	7%	0%	7%	57%	29%	86%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	32	708	713	38%	25%	22%	13%	3%	16%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	50	738	732	16%	16%	30%	34%	4%	38%	34%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TEANECK TWP**

**GRADE SPAN 05-08**

**BENJAMIN FRANKLIN MIDDLE SCHOOL  
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TEANECK, NJ 07666**

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	745	744	4%	18%	33%	41%	4%	45%	42%
White	13	757	749	8%	15%	31%	31%	15%	46%	49%
African American	34	740	728	3%	21%	38%	38%	0%	38%	21%
Hispanic	33	741	733	6%	18%	36%	39%	0%	39%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	18	758	768	0%	17%	17%	56%	11%	67%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	34	723	724	12%	35%	41%	12%	0%	12%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	38	737	731	8%	21%	37%	34%	0%	34%	23%

ACADEMIC ACHIEVEMENT

BERGEN  
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TEANECK, NJ 07666

GRADE SPAN 05-08

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	740	743	5%	23%	31%	37%	3%	41%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	53	737	726	6%	25%	32%	36%	2%	38%	19%
Hispanic	42	737	731	5%	29%	29%	38%	0%	38%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	33	721	718	9%	36%	39%	12%	3%	15%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	47	737	729	0%	30%	38%	32%	0%	32%	23%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 05-08

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	737	740	10%	24%	32%	30%	5%	34%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	55	729	725	16%	29%	29%	24%	2%	25%	17%
Hispanic	33	739	730	6%	24%	33%	33%	3%	36%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	11	758	760	0%	9%	36%	36%	18%	55%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	31	712	715	29%	39%	19%	13%	0%	13%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	40	735	728	3%	40%	33%	18%	8%	25%	21%

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	736	726	19%	18%	24%	37%	3%	39%	24%
White	14	732	732	14%	36%	21%	21%	7%	29%	29%
African American	47	727	715	30%	15%	23%	28%	4%	32%	14%
Hispanic	34	743	721	15%	15%	18%	53%	0%	53%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	12	749	744	0%	25%	25%	50%	0%	50%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	47	731	719	21%	21%	21%	32%	4%	36%	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	22	793	740	0%	0%	0%	68%	32%	100%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

GRADE SPAN 05-08

03-5150-060

BENJAMIN FRANKLIN MIDDLE SCHOOL

1315 TAFT ROAD

TEANECK, NJ 07666

NJASK Results - Science Grade Level - 08

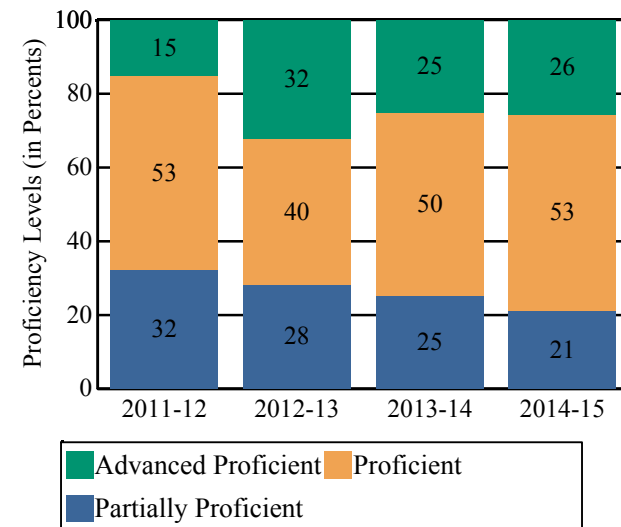
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	53%	21%
White	40%	50%	10%
African American	13%	57%	30%
Hispanic	33%	50%	17%
American Indian	-	-	-
Asian	40%	53%	7%
Two or More Races	-	-	-
Students with Disability	3%	27%	70%
English Language Learners	-	-	-
Economically Disadvantaged Students	16%	47%	37%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
22	22

### Algebra I Test Taking

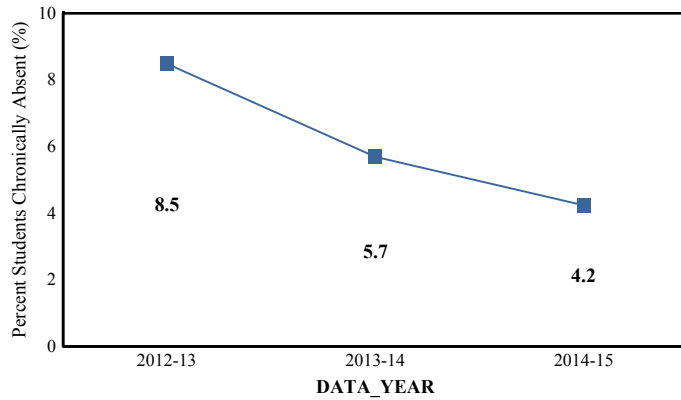
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	100.0%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

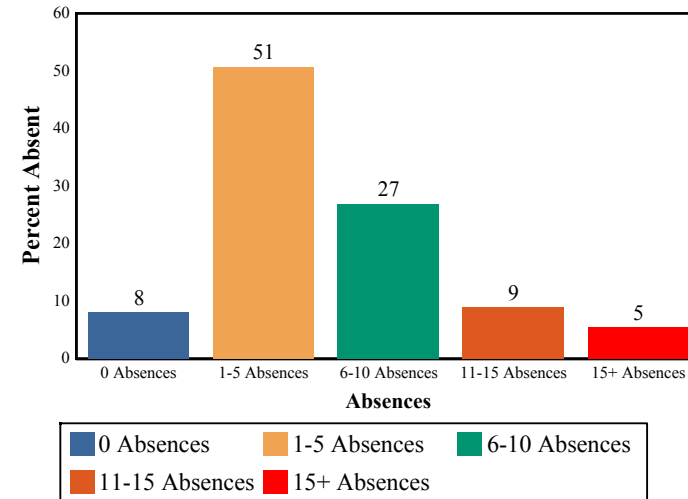


**Chronic Absenteeism for 2014-15**

**4.24%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	13.0%	1.6%
Drama/Theater	26.8%	3.9%
Music	55.9%	66.0%
Visual Arts	63.7%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**BERGEN**

**TEANECK TWP**

**GRADE SPAN 05-08**

**BENJAMIN FRANKLIN MIDDLE SCHOOL**

**1315 TAFT ROAD**

**TEANECK, NJ 07666**

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	61	91	84	35	YES
Student Growth on Math	67	94	95	35	YES
		93	90		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	3%	0%
Partially Met	6%	5%	2%
Approached	7%	10%	10%
Met	4%	14%	24%
Exceeded	0%	1%	7%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	7%	7%	5%
Approached	4%	10%	16%
Met	1%	8%	28%
Exceeded	0%	0%	3%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**BENJAMIN FRANKLIN MIDDLE SCHOOL  
1315 TAFT ROAD  
TEANECK, NJ 07666**

**GRADE SPAN 05-08**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	773	773
50th	750	751
25th	728	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	764	763
50th	743	743
25th	726	723
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**GRADE SPAN 05-08**

**03-5150-060  
BENJAMIN FRANKLIN MIDDLE SCHOOL  
1315 TAFT ROAD  
TEANECK, NJ 07666**

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	766	770
50th	749	749
25th	732	726
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	769	776
50th	749	751
25th	726	724
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	758	763
50th	742	742
25th	724	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	758	759
50th	738	740
25th	718	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	779	777
50th	755	751
25th	733	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	54

03-5150-060  
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**TEANECK, NJ 07666**

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	766	748
50th	740	726
25th	709	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	44

# **SCHOOL CLIMATE**

**BERGEN**

**TEANECK TWP**

## **State of New Jersey**

**2014-15**

**GRADE SPAN 05-08**

**03-5150-060**

**BENJAMIN FRANKLIN MIDDLE SCHOOL**

**1315 TAFT ROAD**

**TEANECK, NJ 07666**

### **Length of School Day**

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

	<b>School</b>
<b>2014-15</b>	6 Hrs. 44 Mins.

### **Student Suspension Rate**

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

	<b>School</b>
<b>2014-15</b>	13.2%

### **Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	<b>School</b>
<b>Full Time</b>	5 Hrs. 24 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### **Student Expulsions**

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

	<b>School</b>
<b>2014-15</b>	0

### **Student to Staff Ratio**

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

<b>2014-15</b>	<b>School</b>
<b>Faculty</b>	9
<b>Administrators</b>	165



**SCHOOL PEER GROUP**  
**BERGEN**  
**TEANECK TWP**

**GRADE SPAN 05-08**

**03-5150-060**  
**BENJAMIN FRANKLIN MIDDLE SCHOOL**  
**1315 TAFT ROAD**  
**TEANECK, NJ 07666**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	<b>BUENA REGIONAL MIDDLE SCHOOL</b>	01-0590-030	06-08	59%	0.2%	22.7%
ATLANTIC	GALLOWAY TWP	<b>GALLOWAY TOWNSHIP MIDDLE SCHOOL</b>	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	<b>MULLICA TOWNSHIP MIDDLE SCHOOL</b>	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	WEYMOUTH TWP	<b>WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL</b>	01-5760-020	PK-08	50.3%	0%	22.1%
<b>BERGEN</b>	<b>TEANECK TWP</b>	<b>BENJAMIN FRANKLIN MIDDLE SCHOOL</b>	<b>03-5150-060</b>	<b>05-08</b>	<b>36%</b>	<b>0.4%</b>	<b>27.5%</b>
BURLINGTON	BEVERLY CITY	<b>BEVERLY CITY SCHOOL</b>	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	MOUNT HOLLY TWP	<b>F. W. HOLBEIN MIDDLE SCHOOL</b>	05-3430-060	06-08	64.6%	0.4%	24.1%
BURLINGTON	RIVERSIDE TWP	<b>RIVERSIDE MIDDLE SCHOOL</b>	05-4450-070	06-08	54.2%	1.8%	18.7%
BURLINGTON	WILLINGBORO TWP	<b>WILLINGBORO MEMORIAL MIDDLE SCHOOL</b>	05-5805-057	06-08	60.7%	0.6%	19.9%
CAMDEN	BERLIN TWP	<b>DWIGHT D EISENHOWER MIDDLE SCHOOL</b>	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	<b>ALICE COSTELLO ELEMENTARY SCHOOL</b>	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	<b>CLEMENTON ELEMENTARY SCHOOL DISTRICT</b>	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	<b>CHARLES W. LEWIS MIDDLE SCHOOL</b>	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	PINE HILL BORO	<b>PINE HILL MIDDLE SCHOOL</b>	07-4110-100	06-08	59.8%	0%	24.4%
CAMDEN	WINSLOW TWP	<b>WINSLOW TOWNSHIP MIDDLE SCHOOL</b>	07-5820-020	07-08	57.6%	0.3%	20.6%
CAPE MAY	LOWER CAPE MAY REGIONAL	<b>RICHARD M. TEITELMAN MIDDLE SCHOOL</b>	09-2820-060	07-08	53.6%	0.6%	23.5%
CAPE MAY	MIDDLE TWP	<b>MIDDLE TOWNSHIP ELEMENTARY #4</b>	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	WOODBINE BORO	<b>WOODBINE ELEMENTARY SCHOOL</b>	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLAND	VINELAND CITY	<b>ANTHONY ROSSI MIDDLE SCHOOL</b>	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	WEST DEPTFORD TWP	<b>WEST DEPTFORD MIDDLE SCHOOL</b>	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	<b>HENRY E. HARRIS #1</b>	17-0220-050	PK-08	59.1%	0%	16.3%

**SCHOOL PEER GROUP**

**BERGEN**

**TEANECK TWP**

**GRADE SPAN 05-08**

**BENJAMIN FRANKLIN MIDDLE SCHOOL**

**1315 TAFT ROAD**

**TEANECK, NJ 07666**

HUDSON	BAYONNE CITY	<b>JOHN M. BAILEY #12</b>	17-0220-040	PK-08	65.5%	0%	14.6%
HUDSON	BAYONNE CITY	<b>LINCOLN COMMUNITY SCHOOL #5</b>	17-0220-070	PK-08	62.1%	0%	15.9%
HUDSON	BAYONNE CITY	<b>WASHINGTON COMMUNITY SCHOOL #9</b>	17-0220-120	PK-08	62.1%	0.4%	22.4%
HUDSON	BAYONNE CITY	<b>WOODROW WILSON #10</b>	17-0220-130	PK-08	66.5%	0%	11.3%
MERCER	EWING TWP	<b>GILMORE J FISHER MIDDLE</b>	21-1430-060	06-08	48.7%	2%	21%
MONMOUTH	EATONTOWN BORO	<b>MEMORIAL MIDDLE SCHOOL</b>	25-1260-070	07-08	48.2%	0.9%	20.8%
MONMOUTH	NEPTUNE TWP	<b>NEPTUNE MIDDLE SCHOOL</b>	25-3510-055	06-08	64%	1.7%	21.8%
OCEAN	LAKEHURST BORO	<b>LAKEHURST ELEMENTARY SCHOOL</b>	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	<b>PINELANDS REGIONAL JUNIOR HIGH SCHOOL</b>	29-4105-060	07-09	41.9%	0.8%	21.1%
UNION	RAHWAY CITY	<b>RAHWAY 7TH &amp; 8TH GRADE ACADEMY</b>	39-4290-060	07-08	61.4%	3.3%	19.4%



# State of New Jersey 2014-15

**OVERVIEW**  
**BERGEN**  
**TEANECK TWP**

**GRADE SPAN 05-08**

**03-5150-070**  
**THOMAS JEFFERSON MIDDLE SCHOOL**  
**655 TEANECK RD**  
**TEANECK, NJ 07666-4249**

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

BERGEN

TEANECK TWP

GRADE SPAN 05-08

03-5150-070

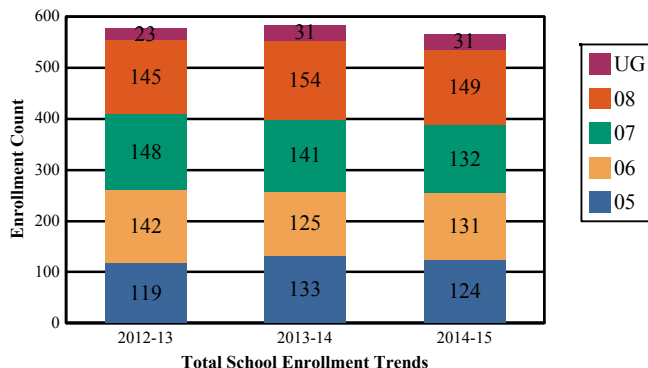
THOMAS JEFFERSON MIDDLE SCHOOL

655 TEANECK RD

TEANECK, NJ 07666-4249

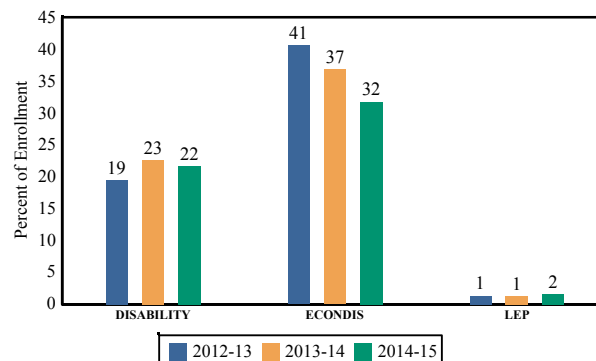
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



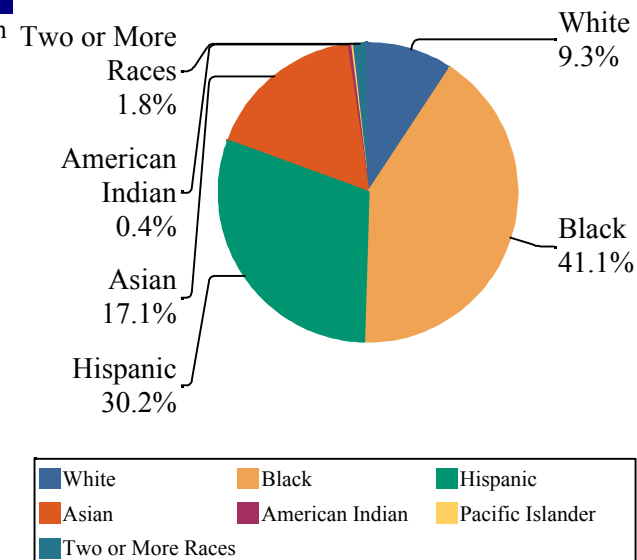
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



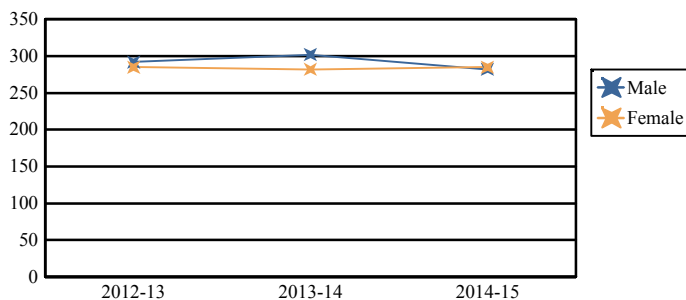
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

2012-13	577
2013-14	584
2014-15	567

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	123	22%
Economically Disadvantaged Students	180	31.8%
English Language Learners	9	1.6%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.7%
Spanish	7.6%
Urdu	3.6%
Tagalog	1.1%
Bengali	0.5%
Korean	0.4%
Other	2.1%

**ACADEMIC ACHIEVEMENT**

**BERGEN**  
**TEANECK TWP**

**GRADE SPAN 05-08**

**THOMAS JEFFERSON MIDDLE SCHOOL**  
**655 TEANECK RD**  
**TEANECK, NJ 07666-4249**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>58%</b>	<b>94</b>	<b>66</b>
Math Met or Exceeded Expectation	<b>42%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	487	58.1%	95%	92.3%	<b>YES*</b>
White	46	71.7%	95%	94.5%	<b>YES</b>
African American	203	50.7%	95%	90%	<b>YES*</b>
Hispanic	140	51.4%	95%	92.3%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	88	75%	95%	97.9%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	104	11.6%	95%	91.2%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	162	40.1%	95%	90.9%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	482	41.7%	95%	91.5%	YES*
White	45	57.8%	95%	92.7%	YES*
African American	201	31.9%	95%	89.1%	YES*
Hispanic	138	38.4%	95%	91.2%	YES*
American Indian	-	-	--	--	--
Asian	88	60.2%	95%	97.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	102	10.8%	95%	89.6%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	159	26.5%	95%	89.6%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	751	751	4%	16%	23%	50%	6%	57%	53%
White	11	752	757	9%	18%	18%	36%	18%	55%	62%
African American	42	752	734	0%	19%	21%	57%	2%	60%	31%
Hispanic	35	743	737	11%	17%	26%	43%	3%	46%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	24	761	771	0%	8%	25%	54%	13%	67%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	28	721	723	14%	43%	32%	7%	4%	11%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	41	744	734	7%	15%	32%	41%	5%	46%	31%



ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

GRADE SPAN 05-08

THOMAS JEFFERSON MIDDLE SCHOOL

655 TEANECK RD

TEANECK, NJ 07666-4249

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	750	749	8%	14%	23%	47%	9%	55%	50%
White	11	767	755	0%	9%	9%	64%	18%	82%	59%
African American	60	739	732	12%	23%	22%	40%	3%	43%	29%
Hispanic	35	750	736	9%	6%	31%	51%	3%	54%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	22	771	770	0%	5%	18%	50%	27%	77%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	42	736	733	12%	19%	36%	31%	2%	33%	30%

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	752	750	8%	11%	22%	45%	14%	59%	53%
White	11	770	757	0%	9%	18%	36%	36%	73%	61%
African American	44	745	730	9%	11%	27%	41%	11%	52%	31%
Hispanic	43	750	736	7%	12%	26%	49%	7%	56%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	17	754	777	18%	12%	6%	47%	18%	65%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	23	718	713	39%	17%	26%	17%	0%	17%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	739	733	12%	20%	29%	32%	7%	39%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	755	750	7%	13%	18%	47%	14%	61%	53%
White	13	763	757	15%	0%	8%	62%	15%	77%	61%
African American	57	745	730	11%	14%	25%	49%	2%	51%	31%
Hispanic	27	750	735	4%	26%	22%	33%	15%	48%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	25	780	778	0%	8%	4%	44%	44%	88%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	716	713	29%	29%	33%	10%	0%	10%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	38	735	732	18%	18%	21%	37%	5%	42%	34%

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	746	744	5%	23%	24%	44%	5%	49%	42%
White	11	754	749	9%	9%	18%	45%	18%	64%	49%
African American	41	743	728	2%	24%	29%	41%	2%	44%	21%
Hispanic	34	739	733	6%	35%	21%	32%	6%	38%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	24	755	768	4%	8%	25%	63%	0%	63%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	28	725	724	14%	46%	25%	11%	4%	14%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	39	742	731	5%	28%	21%	44%	3%	46%	23%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	127	744	743	6%	22%	29%	32%	10%	43%	42%
White	11	760	749	0%	9%	36%	27%	27%	55%	50%
African American	59	733	726	12%	32%	27%	24%	5%	29%	19%
Hispanic	35	745	731	3%	23%	26%	46%	3%	49%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	22	766	768	0%	0%	36%	36%	27%	64%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	42	731	729	10%	38%	26%	24%	2%	26%	23%

ACADEMIC ACHIEVEMENT

BERGEN  
TEANECK TWP

THOMAS JEFFERSON MIDDLE SCHOOL  
655 TEANECK RD  
TEANECK, NJ 07666-4249

GRADE SPAN 05-08

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	741	740	2%	19%	42%	36%	1%	37%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	44	737	725	5%	23%	39%	34%	0%	34%	17%
Hispanic	42	741	730	0%	19%	45%	36%	0%	36%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	17	745	760	0%	24%	41%	29%	6%	35%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	22	727	715	9%	41%	27%	23%	0%	23%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	40	733	728	0%	33%	50%	18%	0%	18%	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	723	726	22%	23%	37%	18%	0%	18%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	48	715	715	33%	23%	31%	13%	0%	13%	14%
Hispanic	22	728	721	14%	27%	45%	14%	0%	14%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	11	743	744	0%	18%	36%	45%	0%	45%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	791	740	0%	0%	6%	66%	29%	94%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	14	793	769	0%	0%	7%	64%	29%	93%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%



### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

GRADE SPAN 05-08

03-5150-070

THOMAS JEFFERSON MIDDLE SCHOOL

655 TEANECK RD

TEANECK, NJ 07666-4249

NJASK Results - Science Grade Level - 08

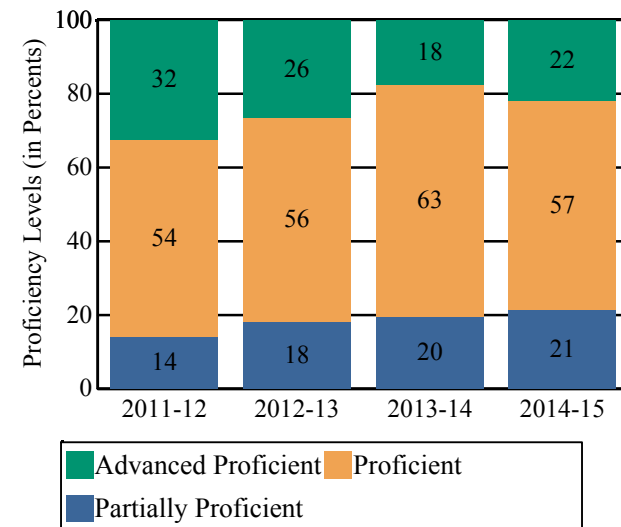
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	57%	21%
White	41%	47%	12%
African American	12%	58%	30%
Hispanic	21%	55%	24%
American Indian	-	-	-
Asian	36%	64%	0%
Two or More Races	-	-	-
Students with Disability	7%	56%	37%
English Language Learners	-	-	-
Economically Disadvantaged Students	15%	48%	38%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
35	35

### Algebra I Test Taking

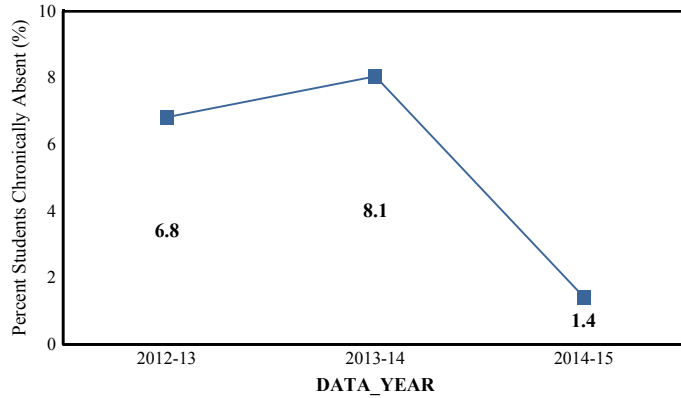
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
97.1%	94.3%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

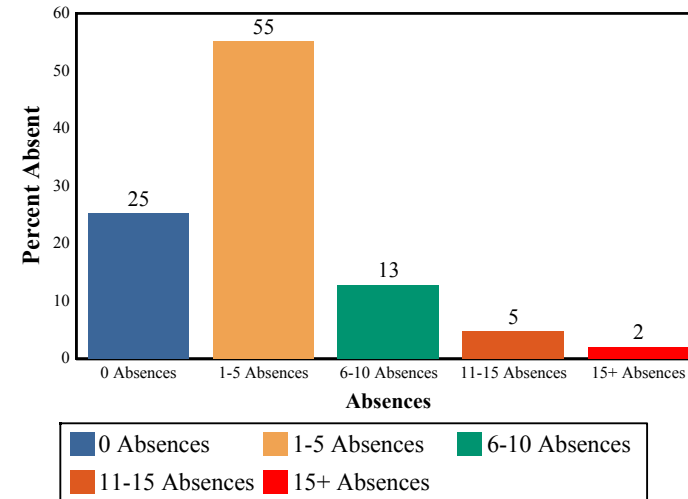


**Chronic Absenteeism for 2014-15**

**1.42%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	11.9%	1.6%
Drama/Theater	24.8%	3.9%
Music	50.0%	66.0%
Visual Arts	61.4%	71.1%
Total: All Visual and Performing Arts	96.1%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**BERGEN**

**TEANECK TWP**

**GRADE SPAN 05-08**

**THOMAS JEFFERSON MIDDLE SCHOOL**

**655 TEANECK RD**

**TEANECK, NJ 07666-4249**

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	65	65	35	YES
Student Growth on Math	57	81	77	35	YES
		73	71		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	8%	4%	1%
Approached	8%	8%	5%
Met	8%	17%	22%
Exceeded	0%	2%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	10%	8%	4%
Approached	9%	13%	11%
Met	5%	10%	18%
Exceeded	0%	0%	4%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN**

**TEANECK TWP**

**THOMAS JEFFERSON MIDDLE SCHOOL**

**655 TEANECK RD**

**TEANECK, NJ 07666-4249**

**GRADE SPAN 05-08**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	772	773
50th	753	751
25th	727	728
0th	655	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	45	45
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**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	764	763
50th	746	743
25th	723	723
0th	672	650

Scale Score Gap - School	Scale Score Gap - State
-----------------------------	----------------------------

25th vs 75th Gap	41	40
------------------	----	----

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN**

**TEANECK TWP**

**GRADE SPAN 05-08**

**03-5150-070**

**THOMAS JEFFERSON MIDDLE SCHOOL**

**655 TEANECK RD**

**TEANECK, NJ 07666-4249**

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	769	770
50th	753	749
25th	727	726
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	42	44
------------------	----	----

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	774	776
50th	757	751
25th	732	724
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	42	52
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**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	763	763
50th	740	742
25th	722	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	41	42
------------------	----	----

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	756	759
50th	742	740
25th	728	720
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	28	39
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**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN**

**TEANECK TWP**

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	780	777
50th	762	751
25th	731	723
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	54

03-5150-070  
THOMAS JEFFERSON MIDDLE SCHOOL  
655 TEANECK RD  
TEANECK, NJ 07666-4249

GRADE SPAN 05-08

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	743	748
50th	726	726
25th	704	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

## SCHOOL CLIMATE

BERGEN

TEANECK TWP

## State of New Jersey

2014-15

GRADE SPAN 05-08

03-5150-070

THOMAS JEFFERSON MIDDLE SCHOOL

655 TEANECK RD

TEANECK, NJ 07666-4249

### Length of School Day

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

	School
2014-15	6 Hrs. 45 Mins.

### Student Suspension Rate

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

	School
2014-15	18.9%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 56 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	9
Administrators	189

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	ALDER AVENUE MIDDLE SCHOOL	01-1310-038	06-08	52.6%	1.2%	12.5%
ATLANTIC	FOLSOM BORO	FOLSOM ELEMENTARY SCHOOL	01-1540-050	PK-08	36.5%	0.2%	16.9%
BERGEN	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	03-1345-060	06-08	49.2%	3.1%	19.4%
BERGEN	RIDGEFIELD BORO	SLOCUM SKEWES SCHOOL	03-4370-100	01-08	30.4%	2.4%	25%
BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070	05-08	31.8%	1.6%	21.9%
CAMDEN	BELLMAR BORO	BELL OAKS UPPER ELEMENTARY SCHOOL	07-0260-015	05-08	56.4%	2.7%	14.4%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD MIDDLE SCHOOL	07-0940-040	06-08	36.2%	0.9%	16.8%
CAMDEN	RUNNEMEDE BORO	MARY E. VOLZ ELEMENTARY SCHOOL	07-4590-040	PK-08	37.8%	0.6%	15.7%
CAMDEN	STRATFORD BORO	SAMUEL S. YELLIN ELEMENTARY SCHOOL	07-5080-060	04-08	32.7%	1.6%	20.4%
CUMBERLAND	LAWRENCE TWP	MYRON L. POWELL ELEMENTARY SCHOOL	11-2570-030	PK-08	58.5%	2.4%	12%
CUMBERLAND	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	58%	6.2%	21%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	13-0410-030	07-08	51%	3.9%	17.9%
ESSEX	WEST ORANGE TOWN	LIBERTY MIDDLE SCHOOL	13-5680-135	07-08	47.7%	3.1%	18%
ESSEX	WEST ORANGE TOWN	ROOSEVELT MIDDLE SCHOOL	13-5680-090	07-08	43.2%	2.3%	20%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045	07-08	43.2%	0.6%	15.4%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060	05-08	36.6%	0%	16.9%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN MIDDLE SCHOOL	15-3280-110	05-08	33.6%	0.3%	18.1%
GLOUCESTER	WASHINGTON TWP	ORCHARD VALLEY MIDDLE SCHOOL	15-5500-050	06-08	30.1%	0.7%	18.5%
HUDSON	KEARNY TOWN	LINCOLN MIDDLE SCHOOL	17-2410-090	07-08	58.3%	3.8%	15.4%
MERCER	HAMILTON TWP	RICHARD C CROCKETT MIDDLE SCHOOL	21-1950-083	06-08	49.3%	2.9%	16.6%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE MIDDLE SCHOOL	23-4660-055	06-08	37.3%	1.2%	19.4%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER MIDDLE SCHOOL	23-4920-055	06-08	48%	2.9%	16.4%

**SCHOOL PEER GROUP**

**BERGEN**

**TEANECK TWP**

**THOMAS JEFFERSON MIDDLE SCHOOL**

**655 TEANECK RD**

**TEANECK, NJ 07666-4249**

**GRADE SPAN 05-08**

MIDDLESEX	WOODBIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045	06-08	50.7%	0.5%	9.8%
MONMOUTH	FARMINGDALE BORO	FARMINGDALE ELEMENTARY	25-1490-050	PK-08	32.7%	0%	17.4%
MONMOUTH	NEPTUNE CITY	WOODROW WILSON	25-3500-060	PK-08	53.3%	4.8%	19.7%
OCEAN	BARNEGAT TWP	RUSSELL O. BRACKMAN MIDDLE SCHOOL	29-0185-050	06-08	36.5%	0.9%	17.3%
OCEAN	BRICK TWP	LAKE RIVIERA MIDDLE SCHOOL	29-0530-043	06-08	34.2%	1.2%	19.4%
PASSAIC	WOODLAND PARK	MEMORIAL MIDDLE SCHOOL	31-5690-070	05-08	49%	2.7%	15.2%
SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050	PK-08	44.8%	0.8%	12.2%
SUSSEX	FRANKLIN BORO	FRANKLIN ELEMENTARY SCHOOL	37-1570-060	PK-08	37.8%	0.9%	17.7%
UNION	LINDEN CITY	MYLES J. MCMANUS MIDDLE SCHOOL	39-2660-060	06-08	50.1%	1.5%	13.7%

### DEMOGRAPHIC INFORMATION

BERGEN

TEANECK TWP

GRADE SPAN PK-KG

03-5150-080

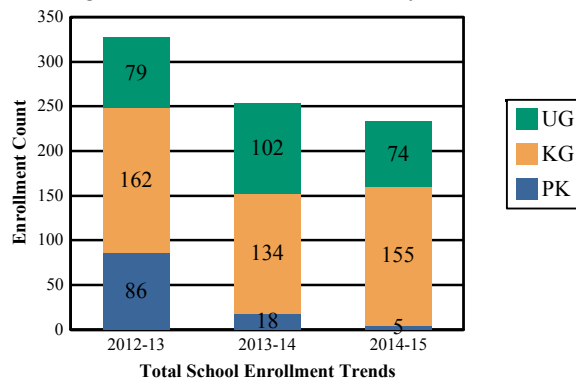
WILLIAM CULLEN BRYANT SCHOOL

1 TRYON AVENUE

TEANECK, NJ 07666

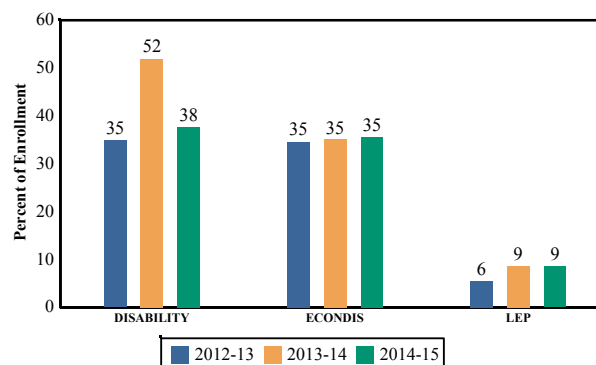
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



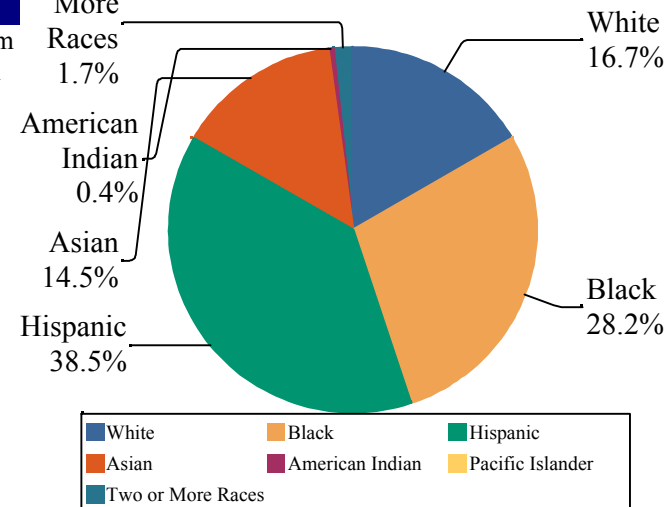
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001. Two or More Races 1.7%.



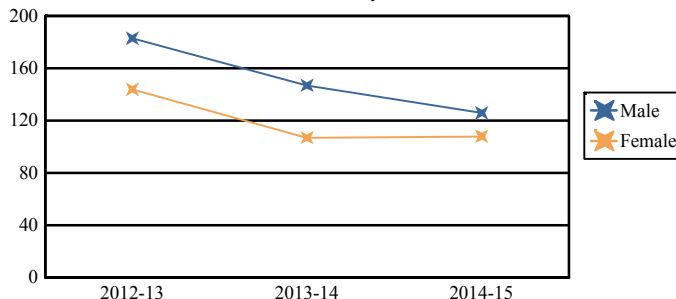
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	327
2013-14	254
2014-15	234

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	88	38%
Economically Disadvantaged Students	83	35.5%
English Language Learners	20	8.6%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	87.5%
Spanish	8.4%
Urdu	1.2%
Chinese	0.9%
Vietnamese	0.3%
Cree	0.3%
Other	1.5%

	Male	Female
2012-13	183	144
2013-14	147	107
2014-15	126	108

## SCHOOL CLIMATE

BERGEN

TEANECK TWP

## State of New Jersey

2014-15

GRADE SPAN PK-KG

03-5150-080

WILLIAM CULLEN BRYANT SCHOOL

1 TRYON AVENUE

TEANECK, NJ 07666

### Length of School Day

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

	School
2014-15	5 Hrs. 50 Mins.

### Student Suspension Rate

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

	School
2014-15	0.0%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	9
Administrators	234



OVERVIEW

BERGEN

TEANECK TWP

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL

201 FYCKE LANE

TEANECK, NJ 07666

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

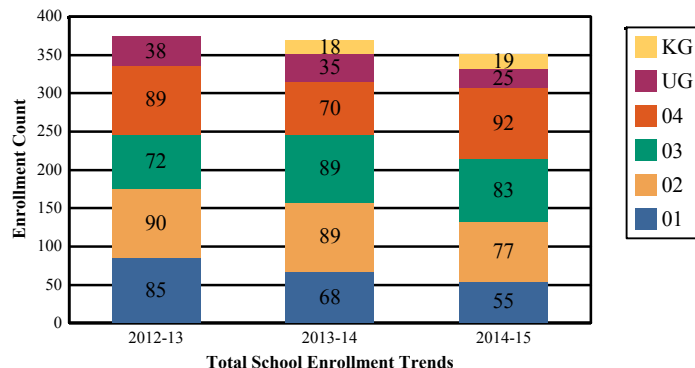
## DEMOGRAPHIC INFORMATION

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03-5150-110  
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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



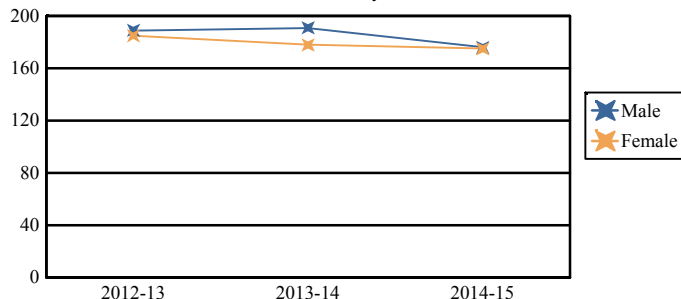
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	374
2013-14	369
2014-15	351

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

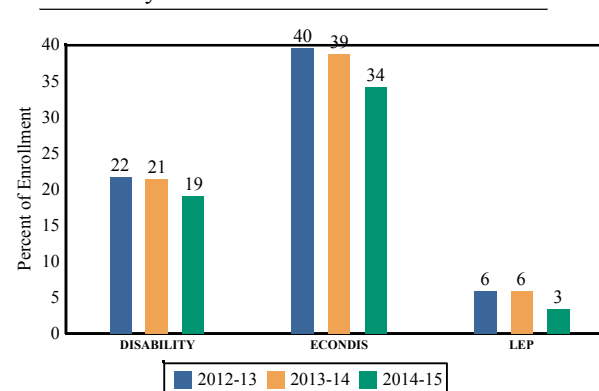


	Male	Female
2012-13	189	185
2013-14	191	178
2014-15	176	175

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### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

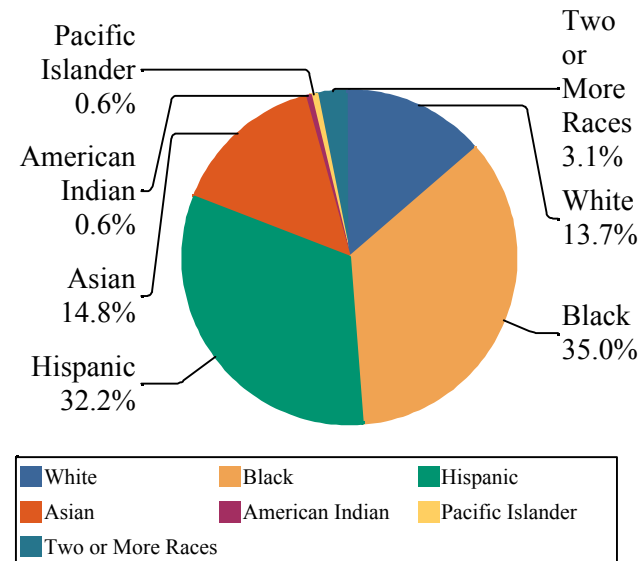


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	67	19%
Economically Disadvantaged Students	120	34.2%
English Language Learners	12	3.4%

### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.6%
Spanish	6.3%
Urdu	4.3%
Arabic	2.0%
Bengali	0.9%
Tagalog	0.6%
Other	2.3%



#### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	53%	65	49
Math Met or Exceeded Expectation	52%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	172	52.9%	95%	98.9%	YES
White	-	-	--	--	--
African American	61	49.1%	95%	100%	YES
Hispanic	50	46%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	38	18.4%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	59	39%	95%	100%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	172	52.3%	95%	98.9%	YES
White	-	-	--	--	--
African American	61	39.3%	95%	100%	YES
Hispanic	50	52%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	38	26.3%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	59	32.2%	95%	100%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	751	744	5%	16%	30%	43%	6%	49%	44%
White	14	748	753	0%	21%	36%	36%	7%	43%	55%
African American	30	749	725	10%	17%	20%	50%	3%	53%	26%
Hispanic	23	749	727	0%	13%	48%	35%	4%	39%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	11	771	769	0%	18%	18%	45%	18%	64%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	718	718	18%	35%	35%	12%	0%	12%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	746	724	4%	21%	36%	39%	0%	39%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	752	751	8%	10%	26%	45%	11%	56%	52%
White	12	772	758	8%	0%	0%	67%	25%	92%	63%
African American	31	742	733	10%	16%	29%	45%	0%	45%	30%
Hispanic	27	747	737	11%	7%	30%	48%	4%	52%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	16	767	773	0%	13%	19%	31%	38%	69%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	724	725	29%	14%	33%	24%	0%	24%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	737	734	16%	13%	32%	32%	6%	39%	31%

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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	755	746	0%	16%	27%	47%	11%	58%	46%
White	14	752	752	0%	21%	14%	50%	14%	64%	56%
African American	30	746	728	0%	20%	33%	47%	0%	47%	25%
Hispanic	23	754	733	0%	13%	30%	48%	9%	57%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	11	780	772	0%	9%	18%	27%	45%	73%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	735	727	0%	41%	24%	35%	0%	35%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	744	730	0%	25%	32%	43%	0%	43%	26%

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	746	744	2%	27%	24%	42%	6%	47%	42%
White	12	768	749	0%	8%	8%	75%	8%	83%	50%
African American	31	737	727	0%	45%	23%	29%	3%	32%	20%
Hispanic	27	743	732	7%	15%	30%	48%	0%	48%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	16	759	769	0%	13%	31%	38%	19%	56%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	723	724	10%	57%	14%	19%	0%	19%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	730	730	6%	42%	29%	23%	0%	23%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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



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**NJASK Results - Science Grade Level - 04**

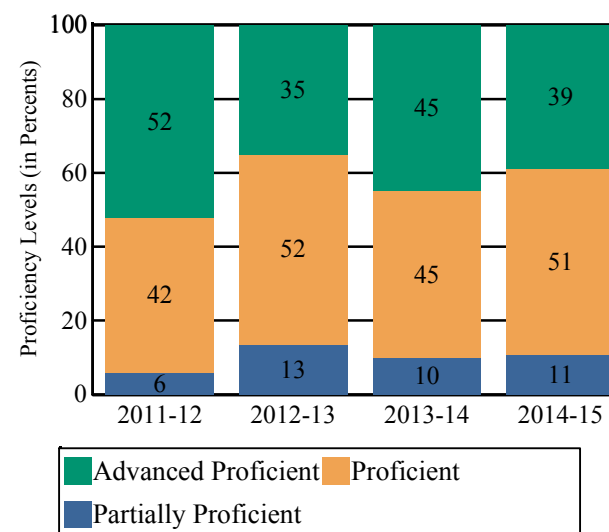
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	39%	51%	11%
White	57%	38%	5%
African American	25%	59%	16%
Hispanic	33%	56%	11%
American Indian	-	-	-
Asian	50%	43%	7%
Two or More Races	-	-	-
Students with Disability	18%	59%	23%
English Language Learners	-	-	-
Economically Disadvantaged Students	10%	72%	17%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### COLLEGE AND CAREER READINESS

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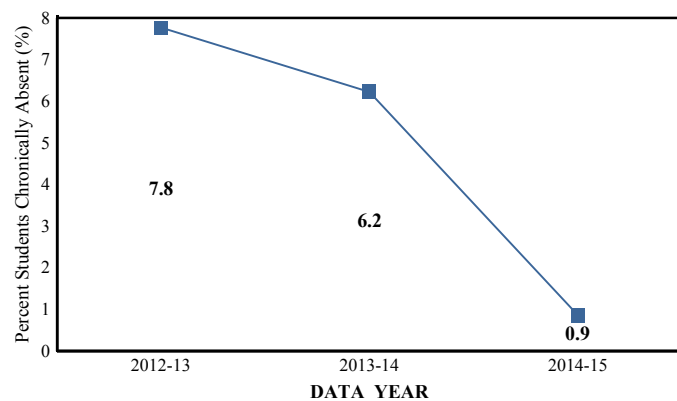
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

### Chronic Absenteeism Trend

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

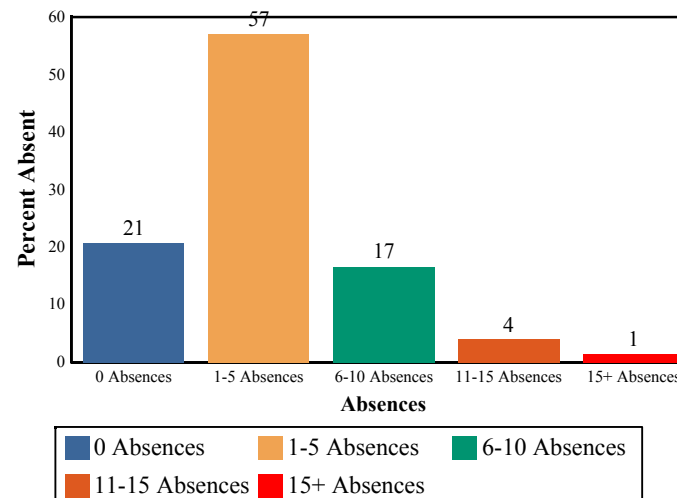


**Chronic Absenteeism for 2014-15**

**0.86%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	63	68	35	YES
Student Growth on Math	63	82	80	35	YES
		73	74		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	0%	0%
Partially Met	10%	0%	1%
Approached	10%	10%	9%
Met	3%	16%	23%
Exceeded	0%	1%	10%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	15%	9%	3%
Approached	2%	11%	11%
Met	2%	11%	28%
Exceeded	0%	0%	5%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	778	770
50th	746	743
25th	726	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	771	767
50th	755	745
25th	732	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	770	773
50th	751	750
25th	730	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

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#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	764	764
50th	746	742
25th	720	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	43

### Length of School Day

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

	School
<b>2014-15</b>	6 Hrs. 30 Mins.

### Student Suspension Rate

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

	School
<b>2014-15</b>	1.4%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
<b>2014-15</b>	0

### Student to Staff Ratio

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

<b>2014-15</b>	School
<b>Faculty</b>	11
<b>Administrators</b>	351

#### SCHOOL PEER GROUP

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BOGOTA BORO	E. ROY BIXBY	03-0440-030	PK-06	44.3%	9.4%	18%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #4	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	NORTH ARLINGTON BORO	WASHINGTON ELEMENTARY SCHOOL	03-3600-080	PK-05	31.4%	5.6%	11.6%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110	KG-04	34.2%	3.4%	19.1%
BERGEN	WALLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-5430-060	KG-03	32.9%	11.1%	6.7%
BURLINGTON	NORTH HANOVER TWP	CLARENCE B. LAMB ELEMENTARY SCHOOL	05-3650-040	01-04	30.1%	2.4%	16.5%
CAMDEN	BERLIN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105	KG-05	35.4%	7%	13.9%
CAMDEN	COLLINGSWOOD BORO	JAMES A. GARFIELD ELEMENTARY SCHOOL	07-0940-050	KG-05	39.2%	15.4%	3.8%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	WEST CAPE MAY ELEMENTARY SCHOOL	09-5610-050	PK-06	37.5%	6.2%	20%
ESSEX	WEST ORANGE TOWN	REDWOOD ELEMENTARY SCHOOL	13-5680-160	KG-05	32.2%	2.5%	18.6%
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	THOMAS HEFFERSON ELEMENTARY SCHOOL	15-5500-028	01-05	33.5%	0%	23.7%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080	KG-03	30.4%	5.1%	11%
MIDDLESEX	WOODBRIIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150	PK-05	38.4%	0.2%	26.8%
MORRIS	MORRIS SCHOOL DISTRICT	ALEXANDER HAMILTON	27-3385-060	03-05	35.8%	5.5%	17.7%
MORRIS	MORRIS SCHOOL DISTRICT	THOMAS JEFFERSON SCHOOL	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BERKELEY TWP	BAYVILLE ELEMENTARY SCHOOL	29-0320-020	PK-04	35.8%	6.6%	16.2%



**State of New Jersey**  
**2014-15**

**03-5150-110**

**SCHOOL PEER GROUP**

**NATHANIEL HAWTHORNE ELEMENTARY SCHOOL**  
**201 FYCKE LANE**  
**TEANECK, NJ 07666**

**BERGEN**  
**TEANECK TWP**

**GRADE SPAN    KG-04**

OCEAN	JACKSON TWP	<b>CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL</b>	29-2360-030	KG-05	31.9%	4.5%	14%
OCEAN	JACKSON TWP	<b>SYLVIA ROSENAUER ELEMENTARY SCHOOL</b>	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LACEY TWP	<b>MILL POND ELEMENTARY SCHOOL</b>	29-2480-055	05-06	33.2%	0.4%	20.6%
OCEAN	MANCHESTER TWP	<b>RIDGEWAY ELEMENTARY SCHOOL</b>	29-2940-050	KG-05	30.8%	3.7%	14.3%
PASSAIC	CLIFTON CITY	<b>SCHOOL #13</b>	31-0900-180	KG-05	46.4%	20.5%	3.3%
PASSAIC	WAYNE TWP	<b>RYERSON ELEMENTARY SCHOOL</b>	31-5570-140	KG-05	46%	12.4%	16%
SALEM	WOODSTOWN-PIESGROVE REG	<b>MARY S. SHOEMAKER SCHOOL</b>	33-5910-060	01-05	31.3%	1%	19.8%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%
WARREN	WASHINGTON BORO	<b>WASHINGTON MEMORIAL ELEMENTARY SCHOOL</b>	41-5480-055	03-06	33.1%	0.3%	22.2%



## OVERVIEW

BERGEN

TEANECK TWP

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

1025 LINCOLN PLACE

TEANECK, NJ 07666

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

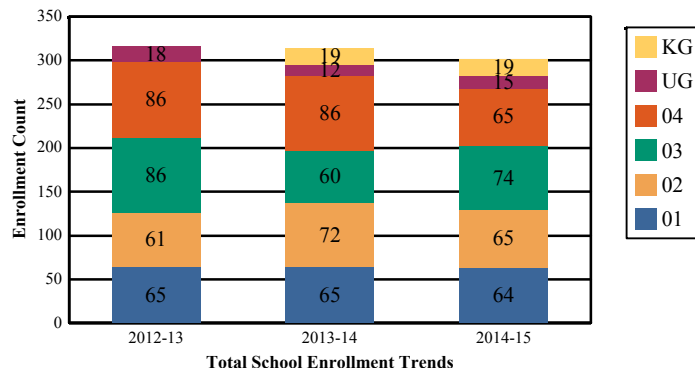
## DEMOGRAPHIC INFORMATION

BERGEN  
TEANECK TWP

03-5150-130  
JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
1025 LINCOLN PLACE  
TEANECK, NJ 07666

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

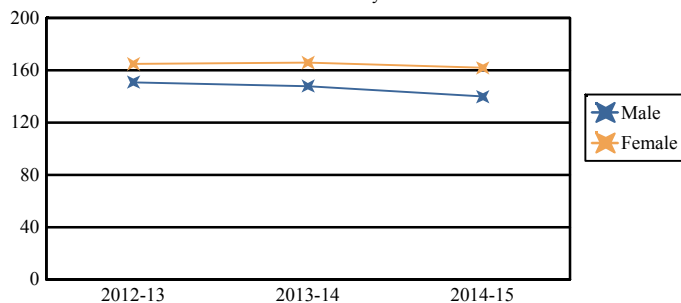


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	316
2013-14	314
2014-15	302

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

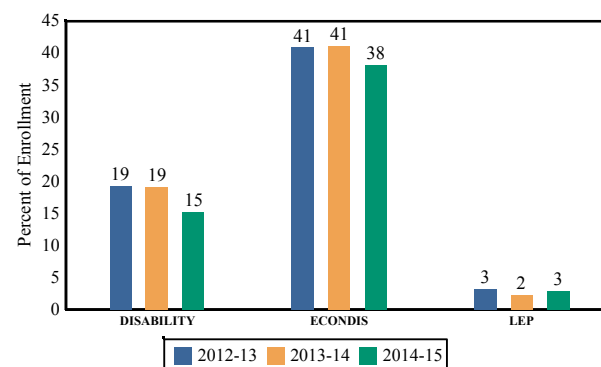


	Male	Female
2012-13	151	165
2013-14	148	166
2014-15	140	162

GRADE SPAN KG-04

### Enrollment Trends by Program Participation

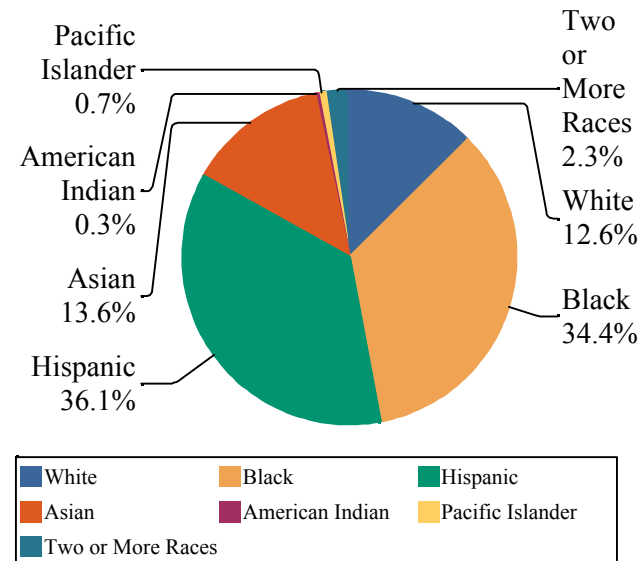
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	46	15%
Economically Disadvantaged Students	115	38.1%
English Language Learners	9	3.0%

### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	83.9%
Spanish	11.5%
Arabic	1.0%
Urdu	0.7%
Vietnamese	0.7%
Chinese	0.7%
Other	1.6%

#### ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

GRADE SPAN KG-04

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

1025 LINCOLN PLACE

TEANECK, NJ 07666

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	47%	71	38
Math Met or Exceeded Expectation	41%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	132	46.9%	95%	98.6%	YES
White	-	-	--	--	--
African American	46	36.9%	95%	95.9%	YES
Hispanic	47	36.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	33	18.2%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	56	39.3%	95%	98.4%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	131	41.3%	95%	98%	YES
White	-	-	--	--	--
African American	46	26.1%	95%	95.9%	YES
Hispanic	47	27.7%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	32	18.8%	95%	97.1%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	56	28.6%	95%	98.5%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

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**TEANECK TWP**

**GRADE SPAN KG-04**

**JAMES RUSSELL LOWELL ELEMENTARY SCHOOL**

**1025 LINCOLN PLACE**

**TEANECK, NJ 07666**

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	754	744	7%	20%	26%	38%	9%	46%	44%
White	14	751	753	7%	29%	21%	43%	0%	43%	55%
African American	27	738	725	11%	22%	41%	22%	4%	26%	26%
Hispanic	20	755	727	5%	20%	20%	45%	10%	55%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	726	718	11%	42%	26%	21%	0%	21%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	746	724	12%	12%	32%	36%	8%	44%	24%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-04**

**JAMES RUSSELL LOWELL ELEMENTARY SCHOOL**  
**1025 LINCOLN PLACE**  
**TEANECK, NJ 07666**

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	750	751	5%	11%	37%	37%	11%	48%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	19	751	733	5%	5%	37%	47%	5%	53%	30%
Hispanic	27	738	737	7%	19%	52%	15%	7%	22%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	11	762	773	0%	9%	9%	64%	18%	82%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	723	725	21%	36%	29%	14%	0%	14%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	744	734	3%	19%	42%	32%	3%	35%	31%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TEANECK TWP**

**GRADE SPAN KG-04**

**03-5150-130  
JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
1025 LINCOLN PLACE  
TEANECK, NJ 07666**

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	751	746	1%	21%	31%	43%	4%	47%	46%
White	13	749	752	8%	31%	8%	54%	0%	54%	56%
African American	27	742	728	0%	26%	44%	30%	0%	30%	25%
Hispanic	20	752	733	0%	15%	40%	45%	0%	45%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	729	727	6%	50%	33%	11%	0%	11%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	25	747	730	4%	20%	36%	40%	0%	40%	26%



**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN KG-04**

**03-5150-130  
JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
1025 LINCOLN PLACE  
TEANECK, NJ 07666**

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	741	744	3%	27%	35%	33%	2%	35%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	19	742	727	0%	32%	47%	16%	5%	21%	20%
Hispanic	27	728	732	7%	41%	37%	15%	0%	15%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	11	759	769	0%	0%	27%	73%	0%	73%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	728	724	14%	36%	21%	29%	0%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	732	730	6%	35%	39%	19%	0%	19%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

## ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

GRADE SPAN KG-04

03-5150-130

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

1025 LINCOLN PLACE

TEANECK, NJ 07666

### NJASK Results - Science Grade Level - 04

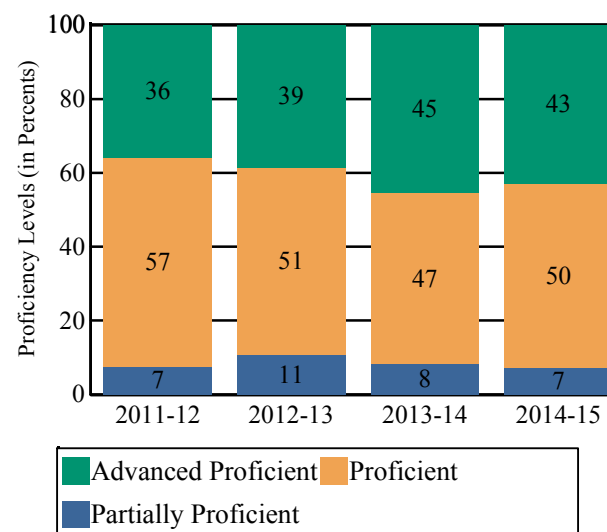
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	43%	50%	7%
White	-	-	-
African American	48%	43%	9%
Hispanic	12%	76%	12%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	27%	45%	27%
English Language Learners	-	-	-
Economically Disadvantaged Students	19%	77%	4%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

BERGEN

TEANECK TWP

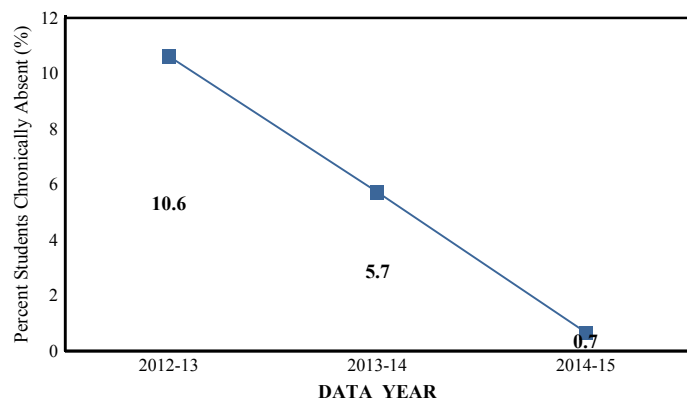
GRADE SPAN KG-04

03-5150-130  
JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
1025 LINCOLN PLACE  
TEANECK, NJ 07666

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

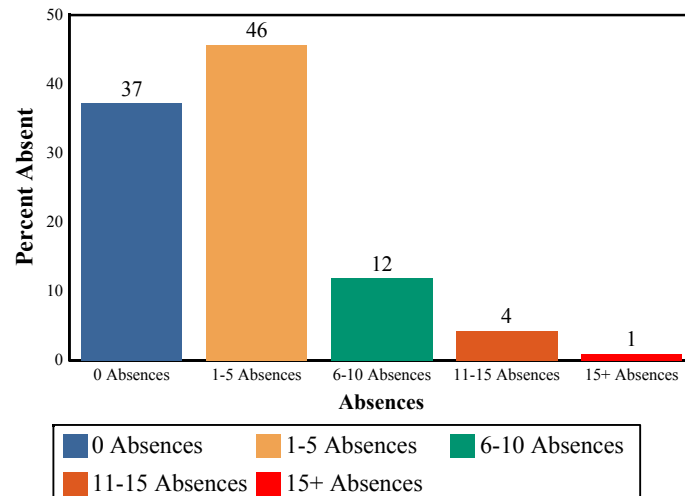


**Chronic Absenteeism for 2014-15**

**0.66%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

BERGEN

TEANECK TWP

GRADE SPAN KG-04

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

1025 LINCOLN PLACE

TEANECK, NJ 07666

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	55	77	63	35	YES
Student Growth on Math	48	54	40	35	YES
		66	52		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	10%	2%	0%
Approached	16%	7%	15%
Met	8%	15%	13%
Exceeded	0%	2%	10%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	18%	7%	2%
Approached	8%	18%	13%
Met	3%	23%	5%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

TEANECK TWP

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

1025 LINCOLN PLACE

TEANECK, NJ 07666

GRADE SPAN KG-04

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	775	770
50th	745	743
25th	722	715
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	769	767
50th	749	745
25th	731	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

### WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

TEANECK TWP

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL

1025 LINCOLN PLACE

TEANECK, NJ 07666

GRADE SPAN KG-04

#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	766	773
50th	746	750
25th	733	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	756	764
50th	740	742
25th	723	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	43

### Length of School Day

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

	School
<b>2014-15</b>	6 Hrs. 30 Mins.

### Student Suspension Rate

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

	School
<b>2014-15</b>	0.3%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
<b>2014-15</b>	0

### Student to Staff Ratio

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

<b>2014-15</b>	School
<b>Faculty</b>	12
<b>Administrators</b>	302



This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	E. H. SLAYBAUGH ELEMENTARY SCHOOL	01-1310-035	PK-03	31.8%	1.8%	9.7%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAUER ELEMENTARY SCHOOL	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090	02-06	44.6%	6%	16.5%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060	PK-05	47.4%	14.9%	7%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	SAYREVILLE BORO	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4660-070	KG-03	33.5%	2.4%	11.4%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	CLIFFWOOD ELEMENTARY SCHOOL	25-3040-060	KG-03	43.1%	5.5%	15.4%
OCEAN	BARNEGAT TWP	ROBERT L. HORBELT ELEMENTARY SCHOOL	29-0185-070	KG-05	36.7%	2%	14.2%

**SCHOOL PEER GROUP**

**BERGEN**

**TEANECK TWP**

**JAMES RUSSELL LOWELL ELEMENTARY SCHOOL**

**1025 LINCOLN PLACE**

**TEANECK, NJ 07666**

**GRADE SPAN**

**KG-04**

OCEAN	BERKELEY TWP	<b>H &amp; M POTTER SCHOOL</b>	29-0320-040	PK-04	36.4%	0.4%	16.4%
OCEAN	BRICK TWP	<b>EMMA HAVENS YOUNG ELEMENTARY SCHOOL</b>	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	<b>LANOKA HARBOR ELEMENTARY SCHOOL</b>	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	<b>FREDERIC A. PRIFF ELEMENTARY SCHOOL</b>	29-3820-030	04-06	38.3%	0%	20%
OCEAN	TOMS RIVER REGIONAL	<b>PINE BEACH ELEMENTARY SCHOOL</b>	29-5190-090	KG-05	36.2%	4.1%	10.5%
OCEAN	TUCKERTON BORO	<b>TUCKERTON ELEMENTARY SCHOOL</b>	29-5220-050	PK-06	38.4%	1.2%	17.5%
SALEM	PENNSVILLE	<b>CENTRAL PARK ELEMENTARY SCHOOL</b>	33-4075-060	02-03	36.4%	0.8%	16.2%
SALEM	PITTSBGROVE TWP	<b>OLIVET ELEMENTARY SCHOOL</b>	33-4150-060	03-05	35.2%	0%	16%
SOMERSET	FRANKLIN TWP	<b>MACAFEE ROAD SCHOOL</b>	35-1610-115	PK-04	38.3%	1.4%	19%
SUSSEX	MONTAGUE TWP	<b>MONTAGUE TOWNSHIP SCHOOL DISTRICT</b>	37-3300-050	PK-06	42.2%	0%	23%
UNION	LINDEN CITY	<b>NUMBER 1</b>	39-2660-080	PK-05	58.6%	6.8%	29.3%
UNION	LINDEN CITY	<b>NUMBER 8</b>	39-2660-150	PK-05	56.6%	21.9%	5.5%



# State of New Jersey

2014-15

03-5150-150

## OVERVIEW

BERGEN

TEANECK TWP

JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

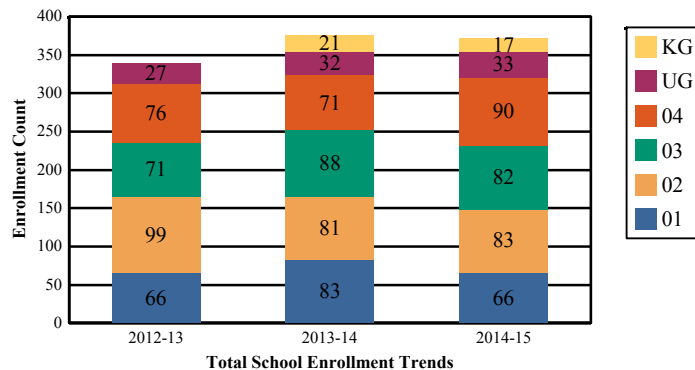
## DEMOGRAPHIC INFORMATION

BERGEN  
TEANECK TWP

03-5150-150  
JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL  
491 W ENGLEWOOD AVENUE  
TEANECK, NJ 07666

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

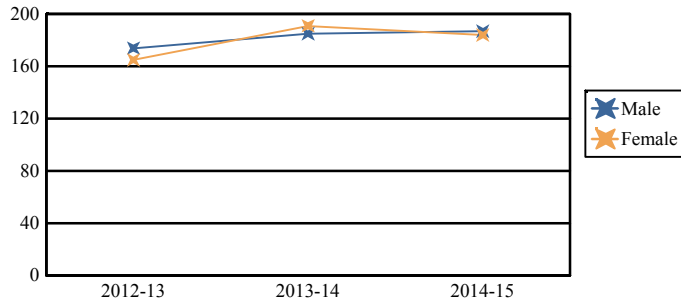


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	339
2013-14	376
2014-15	371

### Enrollment by Gender

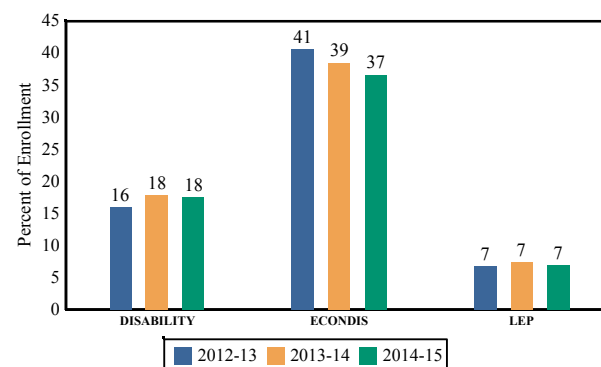
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	174	165
2013-14	185	191
2014-15	187	184

### Enrollment Trends by Program Participation

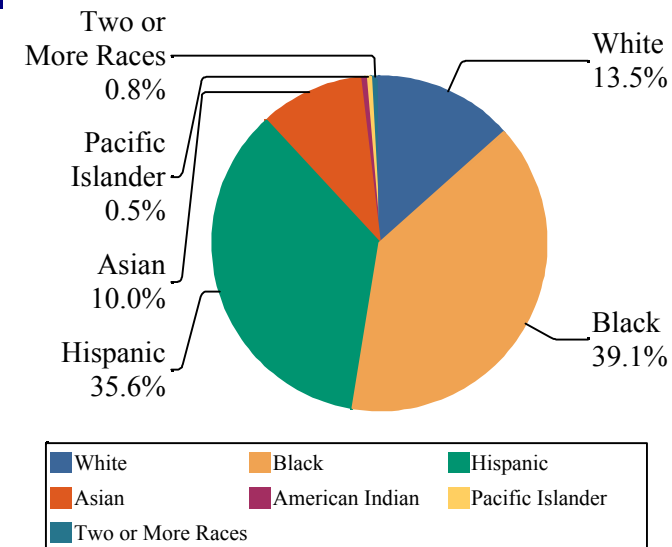
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	65	18%
Economically Disadvantaged Students	136	36.7%
English Language Learners	26	7.0%

### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.9%
Spanish	9.6%
Urdu	1.9%
Arabic	0.8%
Chinese	0.5%
Korean	0.5%
Other	1.9%

#### ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

GRADE SPAN KG-04

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	43%	23	32
Math Met or Exceeded Expectation	40%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	167	43.1%	95%	94.6%	YES
White	-	-	--	--	--
African American	69	34.7%	95%	91%	YES*
Hispanic	56	39.3%	95%	95.3%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	65	33.8%	95%	89.6%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

GRADE SPAN KG-04

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	166	40.3%	95%	94.1%	YES*
White	-	-	--	--	--
African American	69	27.5%	95%	91%	YES*
Hispanic	55	38.2%	95%	93.8%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	31	16.1%	95%	97.1%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	65	30.8%	95%	89.7%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**TEANECK TWP**

**JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL**

**491 W ENGLEWOOD AVENUE**

**TEANECK, NJ 07666**

**GRADE SPAN KG-04**

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	745	744	12%	14%	31%	36%	7%	43%	44%
White	11	756	753	9%	9%	27%	55%	0%	55%	55%
African American	27	738	725	19%	15%	26%	37%	4%	41%	26%
Hispanic	26	736	727	12%	15%	42%	23%	8%	31%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	733	724	20%	20%	27%	30%	3%	33%	24%



**ACADEMIC ACHIEVEMENT**

**BERGEN**  
**TEANECK TWP**

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**491 W ENGLEWOOD AVENUE**  
**TEANECK, NJ 07666**

**GRADE SPAN KG-04**

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	93	741	751	11%	20%	26%	38%	5%	43%	52%
White	11	754	758	9%	9%	18%	55%	9%	64%	63%
African American	42	734	733	14%	24%	31%	26%	5%	31%	30%
Hispanic	30	744	737	7%	23%	23%	43%	3%	47%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	721	725	25%	35%	25%	15%	0%	15%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	736	734	11%	23%	31%	34%	0%	34%	31%

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**TEANECK TWP**

**JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL**

**491 W ENGLEWOOD AVENUE**

**TEANECK, NJ 07666**

**GRADE SPAN KG-04**

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	751	746	5%	14%	32%	36%	12%	49%	46%
White	11	770	752	0%	0%	45%	18%	36%	55%	56%
African American	27	742	728	11%	19%	33%	30%	7%	37%	25%
Hispanic	26	745	733	4%	19%	35%	38%	4%	42%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	30	745	730	7%	20%	37%	30%	7%	37%	26%

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**TEANECK TWP**

**JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL**

**491 W ENGLEWOOD AVENUE**

**TEANECK, NJ 07666**

**GRADE SPAN KG-04**

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	736	744	8%	32%	27%	33%	1%	34%	42%
White	11	754	749	9%	9%	18%	64%	0%	64%	50%
African American	42	728	727	12%	43%	24%	19%	2%	21%	20%
Hispanic	29	736	732	3%	31%	31%	34%	0%	34%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	725	724	25%	30%	25%	20%	0%	20%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	731	730	9%	34%	31%	26%	0%	26%	23%

**ACADEMIC ACHIEVEMENT**

**BERGEN**

**TEANECK TWP**

**JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL**

**491 W ENGLEWOOD AVENUE**

**TEANECK, NJ 07666**

**GRADE SPAN KG-04**

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

## ACADEMIC ACHIEVEMENT

BERGEN

TEANECK TWP

GRADE SPAN KG-04

03-5150-150

JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

### NJASK Results - Science Grade Level - 04

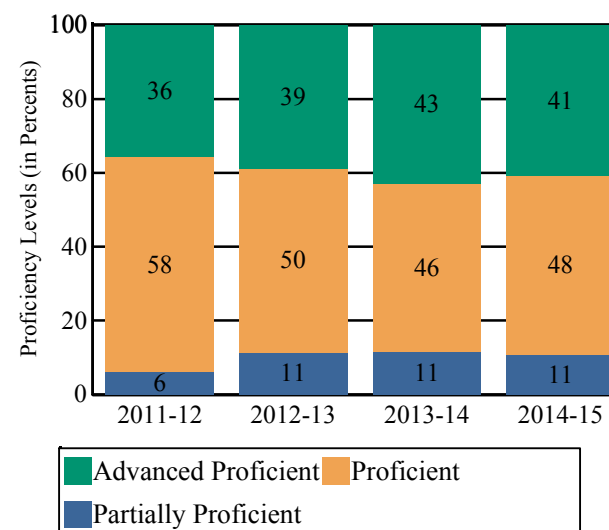
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	48%	11%
White	71%	29%	0%
African American	33%	51%	16%
Hispanic	33%	63%	4%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	40%	40%	20%
English Language Learners	-	-	-
Economically Disadvantaged Students	37%	54%	9%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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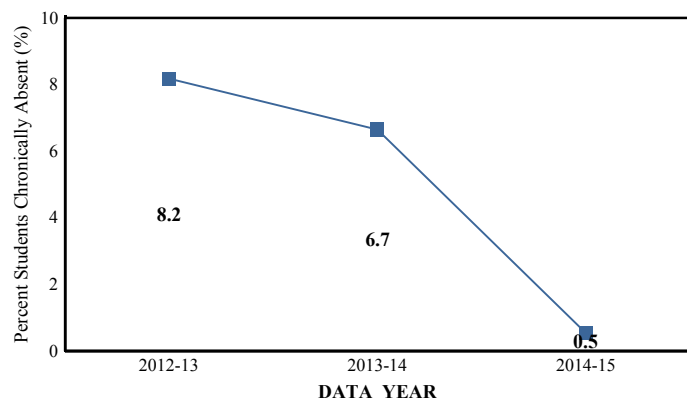
TEANECK, NJ 07666

GRADE SPAN KG-04

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

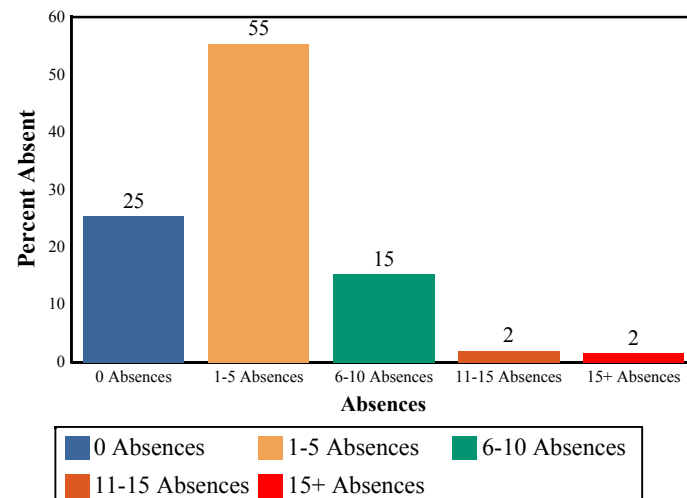


**Chronic Absenteeism for 2014-15**

**0.53%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

BERGEN

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GRADE SPAN KG-04

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	40	14	13	35	YES
Student Growth on Math	45	42	32	35	YES
		28	23		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	4%	0%
Partially Met	16%	4%	1%
Approached	10%	9%	8%
Met	9%	13%	14%
Exceeded	0%	2%	3%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	2%	0%
Partially Met	22%	8%	2%
Approached	10%	8%	9%
Met	5%	10%	18%
Exceeded	0%	0%	1%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

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GRADE SPAN KG-04

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	770	770
50th	736	743
25th	716	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	769	767
50th	747	745
25th	728	722
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45



#### WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

TEANECK TWP

JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

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GRADE SPAN KG-04

#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	763	773
50th	742	750
25th	720	728
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	757	764
50th	734	742
25th	714	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	43

**SCHOOL CLIMATE**  
**BERGEN**  
**TEANECK TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-04**

**03-5150-150**  
**JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL**  
**491 W ENGLEWOOD AVENUE**  
**TEANECK, NJ 07666**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	2.7%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	11
<b>Administrators</b>	371

### SCHOOL PEER GROUP

BERGEN

TEANECK TWP

JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

GRADE SPAN KG-04

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #4	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110	KG-04	34.2%	3.4%	19.1%
BERGEN	WALLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-5430-060	KG-03	32.9%	11.1%	6.7%
BURLINGTON	NORTH HANOVER TWP	CLARENCE B. LAMB ELEMENTARY SCHOOL	05-3650-040	01-04	30.1%	2.4%	16.5%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105	KG-05	35.4%	7%	13.9%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	WEST CAPE MAY ELEMENTARY SCHOOL	09-5610-050	PK-06	37.5%	6.2%	20%
ESSEX	WEST ORANGE TOWN	REDWOOD ELEMENTARY SCHOOL	13-5680-160	KG-05	32.2%	2.5%	18.6%
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	THOMAS HEFFERSON ELEMENTARY SCHOOL	15-5500-028	01-05	33.5%	0%	23.7%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	LAMBERTVILLE PUBLIC SCHOOL	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	ETHEL MCKNIGHT ELEMENTARY SCHOOL	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	PERRY L. DREW ELEMENTARY SCHOOL	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080	KG-05	31.4%	12.8%	6.4%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120	KG-05	46.2%	12.8%	19%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110	KG-06	36.6%	0%	29.4%
MORRIS	MORRIS SCHOOL DISTRICT	ALEXANDER HAMILTON	27-3385-060	03-05	35.8%	5.5%	17.7%
MORRIS	MORRIS SCHOOL DISTRICT	THOMAS JEFFERSON SCHOOL	27-3385-110	03-05	31.6%	5.1%	14.5%

**SCHOOL PEER GROUP**

**BERGEN**

**TEANECK TWP**

**JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL**

**491 W ENGLEWOOD AVENUE**

**TEANECK, NJ 07666**

**GRADE SPAN**

**KG-04**

OCEAN	BERKELEY TWP	BAYVILLE ELEMENTARY SCHOOL	29-0320-020	PK-04	35.8%	6.6%	16.2%
OCEAN	EAGLESWOOD TWP	EAGLESWOOD ELEMENTARY SCHOOL	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	JACKSON TWP	SYLVIA ROSENAUER ELEMENTARY SCHOOL	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	MANCHESTER TWP	RIDGEWAY ELEMENTARY SCHOOL	29-2940-050	KG-05	30.8%	3.7%	14.3%
SALEM	WOODSTOWN-PILES GROVE REG	MARY S. SHOEMAKER SCHOOL	33-5910-060	01-05	31.3%	1%	19.8%
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	ROSELLE PARK BORO	ERNEST J. FINIZIO JR. - ALDENE SCHOOL	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	ROBERT GORDON ELEMENTARY SCHOOL	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	JEFFERSON ELEMENTARY SCHOOL	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	HATCHERY HILL ELEMENTARY SCHOOL	41-1870-070	PK-04	32.5%	6.5%	14.8%
WARREN	WASHINGTON BORO	WASHINGTON MEMORIAL ELEMENTARY SCHOOL	41-5480-055	03-06	33.1%	0.3%	22.2%