NJ SCHOOL PERFORMANCE REPORT

TEANECK HIGH SCHOOL
(03-5150-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	TEANECK TWP
Principal Name	MR. LOGIUDICE
Address	100 ELIZABETH AVE TEANECK, NJ 07666-4713
Phone Number	(201)833-5400
Email Address	PLOGIUDICE@TEANECKSCHOOLS.ORG
Website	http://www.teaneckschools.org
Twitter	https://twitter.com/teaneckhigh

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	310	282	291
10	331	304	272
11	320	338	306
12	321	322	347
Total	1,283	1,246	1,216

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.0%	49.4%	49.4%
Male	50.0%	50.6%	50.6%
Economically Disadvantaged Students	31.8%	32.7%	31.0%
Students with Disabilities	20.3%	19.8%	23.7%
English Learners	2.7%	3.5%	2.9%
Homeless Students		1.4%	1.8%
Students in Foster Care		0.3%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	12.6%	11.1%	11.3%
Hispanic	30.5%	34.3%	34.8%
Black or African American	42.7%	40.6%	40.1%
Asian	10.3%	10.0%	9.9%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.3%
American Indian or Alaska Native	0.5%	0.6%	0.7%
Two or More Races	3.0%	3.0%	3.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,276	1,239	1,209
Shared Time Students	12	12	12
Full Time Equivalent	1,282	1,245	1,215

Enrollment by Home Language

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

Home Language	% of Students
English	85.4%
Spanish	9.1%
Urdu	1.2%
Other Languages	4.2%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	552	98.3	59.6	59.6	56.7	59.6	47.7	Met Target
White	57	95.2	73.7	*	65.6	73.7	55.3	Met Target
Hispanic	195	99.0	61.1	58.3	42.5	61.1	49.8	Met Target
Black or African American	222	98.3	48.6	51.7	37.3	48.6	37.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	59	98.4	83.0	*	82.3	83.0	70.1	Met Goal
American Indian or Alaska Native	*	*	*	50.0	52.7	*	**	**
Two or More Races	*	*	*	68.0	63.4	*	**	**
Female	261	98.9	67.9	69.3	64.5	67.9		
Male	291	97.7	52.2	49.9	49.4	52.2		
Economically Disadvantaged Students	156	97.0	42.3	50.6	38.5	42.3	38.4	Met Target
Non-Economically Disadvantaged Students	396	98.8	66.4	65.0	67.5	66.4		
Students with Disabilities	141	96.7	21.3	25.2	21.6	21.3	19.5	Met Target
Students without Disabilities	411	98.8	72.8	71.8	63.9	72.8		
English Learners	16	100.0	31.3	*	27.3	31.3	**	**
Non-English Learners	536	98.2	60.5	*	59.4	60.5		
Homeless Students	*	*	*	44.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	293	754	754	752	8%	11%	20%	48%	12%	61%	55%
White	30	770	770	760	*	*	*	*	*	83%	64%
Hispanic	100	753	753	735	*	*	20%	*	*	61%	38%
Black or African American	120	746	746	734	11%	15%	26%	40%	8%	48%	34%
Asian, Native Hawaiian, or Pacific Islander	35	774	774	782	0%	*	*	*	*	89%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	150	761	761	759	*	*	18%	*	*	69%	63%
Male	143	746	746	744	*	*	22%	*	*	52%	46%
Economically Disadvantaged Students	88	741	741	733	15%	15%	27%	*	*	43%	34%
Non-Economically Disadvantaged Students	205	759	759	761	5%	10%	17%	*	*	68%	65%
Students with Disabilities	71	722	722	716	*	*	31%	18%	0%	18%	15%
Students without Disabilities	222	764	764	758	*	*	16%	58%	16%	74%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	268	753	753	749	14%	12%	16%	40%	18%	58%	51%
White	28	760	760	756	*	*	*	*	*	68%	58%
Hispanic	102	753	753	733	12%	13%	16%	41%	19%	60%	38%
Black or African American	102	746	746	728	17%	14%	23%	33%	14%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	24	769	769	782	*	*	0%	*	*	79%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	120	756	756	759	12%	10%	14%	45%	19%	64%	60%
Male	148	751	751	739	16%	14%	18%	36%	17%	53%	42%
Economically Disadvantaged Students	70	738	738	730	19%	19%	23%	*	*	40%	34%
Non-Economically Disadvantaged Students	198	758	758	758	12%	10%	14%	*	*	64%	59%
Students with Disabilities	65	713	713	707	42%	25%	*	*	*	25%	15%
Students without Disabilities	203	766	766	756	5%	8%	*	*	*	68%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	273	752	752	736	15%	10%	22%	34%	19%	53%	39%
White	27	770	770	737	*	*	*	*	*	70%	41%
Hispanic	85	752	752	731	*	*	25%	29%	21%	51%	35%
Black or African American	111	739	739	729	20%	13%	23%	*	*	45%	31%
Asian, Native Hawaiian, or Pacific Islander	40	773	773	759	*	*	*	30%	40%	70%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	139	763	763	745	9%	9%	19%	38%	26%	64%	48%
Male	134	740	740	728	21%	12%	25%	29%	13%	42%	31%
Economically Disadvantaged Students	79	742	742	730	19%	*	30%	*	*	39%	33%
Non-Economically Disadvantaged Students	194	756	756	739	13%	*	19%	*	*	59%	42%
Students with Disabilities	54	711	711	708	41%	22%	22%	*	*	15%	13%
Students without Disabilities	219	762	762	742	8%	7%	22%	*	*	63%	44%
English Learners	12	722	722	702	*	*	*	*	*	25%	*
Non-English Learners	261	753	753	738	*	*	*	*	*	54%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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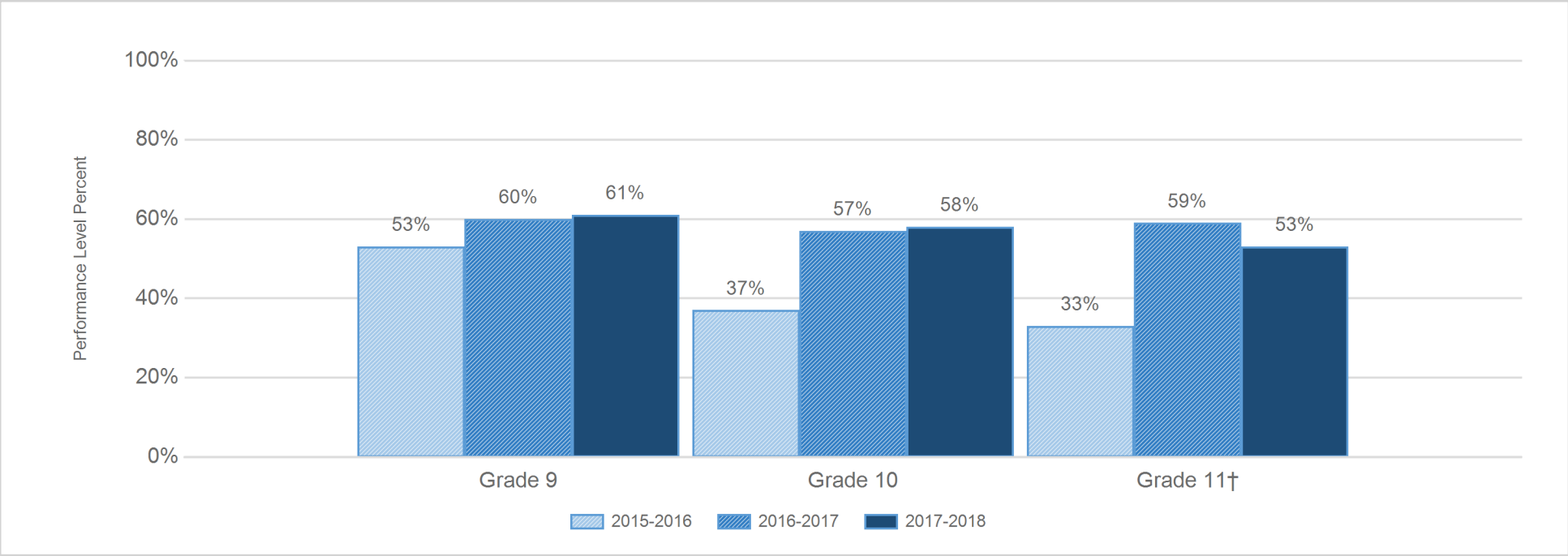
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	544	97.4	35.9	42.1	45.0	35.9	32.4	Met Target
White	54	91.9	51.9	*	54.1	49.9	39.1	Met Target
Hispanic	194	98.5	33.5	38.6	29.2	33.5	31.6	Met Target
Black or African American	220	97.8	26.4	32.9	23.4	26.4	22.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	98.3	66.7	*	77.0	66.7	59.2	Met Target
American Indian or Alaska Native	*	*	*	27.3	42.5	*	**	**
Two or More Races	*	*	*	44.0	53.0	*	**	**
Female	251	97.4	39.1	43.2	46.0	39.1		
Male	293	97.4	33.1	40.9	43.9	33.1		
Economically Disadvantaged Students	157	96.4	28.1	34.1	26.6	28.1	27.1	Met Target
Non-Economically Disadvantaged Students	387	97.8	39.1	47.0	55.9	39.1		
Students with Disabilities	143	96.7	*	*	17.1	*	14.9	Not Met
Students without Disabilities	401	97.6	*	*	50.5	*		
English Learners	16	100.0	31.3	34.9	24.6	31.3	**	**
Non-English Learners	528	97.3	36.0	42.6	46.9	36.0		
Homeless Students	*	*	*	29.4	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	256	742	752	746	13%	20%	25%	*	*	42%	46%
White	22	766	778	755	*	*	*	*	*	59%	57%
Hispanic	94	742	749	730	11%	19%	27%	*	*	44%	27%
Black or African American	110	733	740	727	16%	26%	26%	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	22	762	*	779	*	*	*	*	*	77%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	122	746	756	748	9%	18%	25%	*	*	48%	48%
Male	134	738	748	745	16%	22%	25%	*	*	37%	44%
Economically Disadvantaged Students	93	737	*	729	15%	24%	25%	*	*	37%	25%
Non-Economically Disadvantaged Students	163	745	*	756	11%	18%	25%	*	*	45%	57%
Students with Disabilities	76	712	*	716	*	*	*	*	*	*	13%
Students without Disabilities	180	754	*	752	*	*	*	*	*	*	52%
English Learners	11	727	*	710	*	*	*	*	*	27%	*
Non-English Learners	245	742	*	749	*	*	*	*	*	43%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	729	729	735	7%	40%	35%	*	*	18%	30%
White	21	741	741	740	*	*	*	*	*	33%	37%
Hispanic	84	729	729	723	*	37%	43%	*	*	17%	14%
Black or African American	105	723	723	719	10%	49%	32%	10%	0%	10%	11%
Asian, Native Hawaiian, or Pacific Islander	28	741	741	760	*	*	*	*	*	46%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	117	730	730	736	*	38%	35%	*	*	20%	30%
Male	129	728	728	734	*	41%	36%	*	*	17%	29%
Economically Disadvantaged Students	66	724	724	722	*	48%	32%	*	*	14%	13%
Non-Economically Disadvantaged Students	180	731	731	741	*	37%	37%	*	*	20%	38%
Students with Disabilities	66	716	716	713	*	*	*	*	*	*	*
Students without Disabilities	180	733	733	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

TEANECK HIGH SCHOOL
(03-5150-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	718	718	727	37%	24%	17%	*	*	22%	30%
White	28	731	731	733	*	*	*	*	*	36%	35%
Hispanic	93	719	719	710	38%	20%	22%	*	*	20%	14%
Black or African American	100	708	708	705	42%	30%	13%	15%	0%	15%	11%
Asian, Native Hawaiian, or Pacific Islander	29	737	737	766	*	*	*	*	*	38%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	125	718	718	728	36%	24%	18%	*	*	22%	30%
Male	137	718	718	727	37%	24%	17%	*	*	22%	30%
Economically Disadvantaged Students	71	707	707	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	191	722	722	736	*	*	*	*	*	*	37%
Students with Disabilities	46	688	688	693	*	*	*	*	*	*	*
Students without Disabilities	216	725	725	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

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(03-5150-050)
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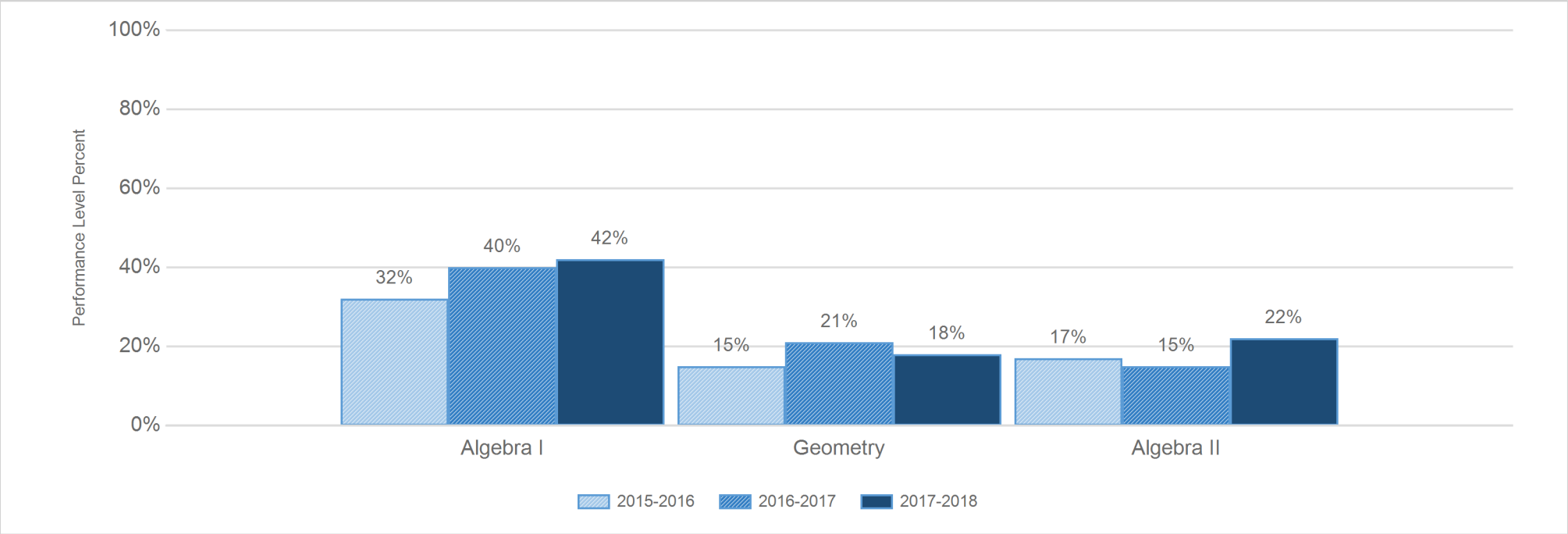
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	66.7%	46.8%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	75.0%	25.0%
3-4	10	80.0%	20.0%
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	92.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	77.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	24.8%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	467	478	Grade 10: 430 Grade 11: 460	63%	62%
PSAT 10/NMSQT - Math	466	478	Grade 10: 480 Grade 11: 510	38%	42%
SAT - Reading and Writing	531	542	480	72%	72%
SAT - Math	525	543	530	48%	54%
ACT - Reading	23	24	22	58%	62%
ACT - English	21	24	18	77%	78%
ACT - Math	22	24	22	59%	62%
ACT - Science	21	23	23	37%	53%

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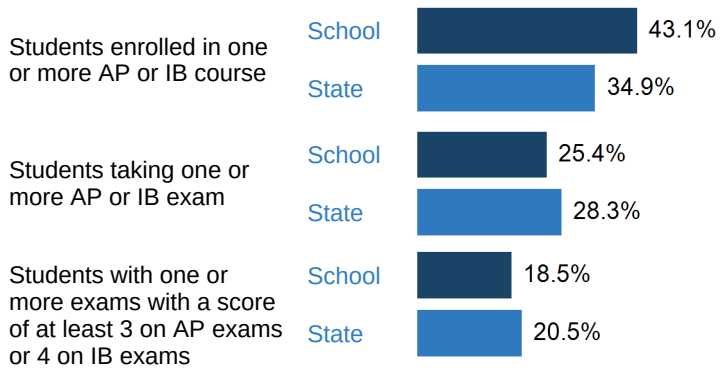
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

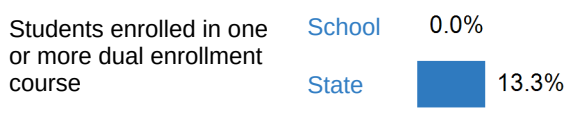
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	65	26
AP Calculus AB	14	8
AP Calculus BC	16	11
AP Chemistry	19	12
AP Computer Science A	28	21
AP English Language and Composition	63	50
AP English Literature and Composition	54	18
AP Environmental Science	7	3
AP Human Geography	0	19
AP Macroeconomics	0	16
AP Microeconomics	0	18
AP Music Theory	7	2
AP Physics C	14	0
AP Physics C: Mechanics	0	10
AP Psychology	112	55
AP Spanish Language	0	18

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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	49	34
AP Studio Art—Drawing Portfolio	0	7
AP Studio Art—Two-Demensional	8	0
AP U.S. Government and Politics	12	7
AP U.S. History	72	50
IB Language B—Spanish	28	0
Total Exams taken		385
Exams with scores of at least 3 on AP exams or 4 on IB exams		244

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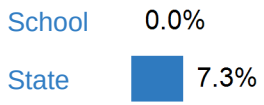
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

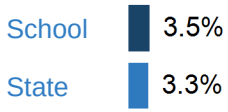


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Health Science	*		
Human Services	*		
Information Technology	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	11	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	240	56	0	0	0	0	8
10	13	208	60	0	0	0	8
11	4	26	222	64	0	1	3
12	1	8	34	85	30	48	155
Total	258	298	316	149	30	49	174
Enrolled in AP/IB Course					30	49	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	102	0	0	124	69	0
10	97	95	0	6	82	0
11	124	101	0	5	111	20
12	78	33	0	9	54	73
Total	401	229	0	144	316	93
Enrolled in AP/IB Course	65	19		7	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	294	0	0	0	0	7
10	15	265	4	0	0	2
11	13	298	9	48	0	30
12	5	39	6	165	0	79
Total	327	602	19	213	0	118
Enrolled in AP/IB Course	0	72	0	112		12
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	185	44	0	17	0	0	0
10	198	46	0	7	0	0	0
11	82	39	0	12	0	0	0
12	55	5	0	3	0	0	0
Total	520	134	0	39	0	0	0
Enrolled in AP/IB Course	28	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	99	44	0	9	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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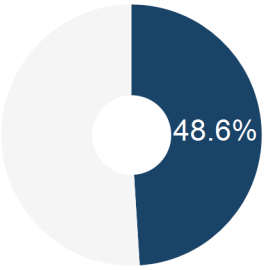
Visual and Performing Arts – Course Participation

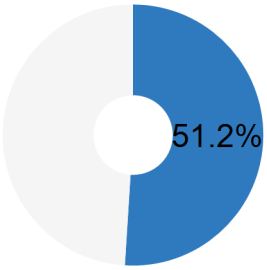
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

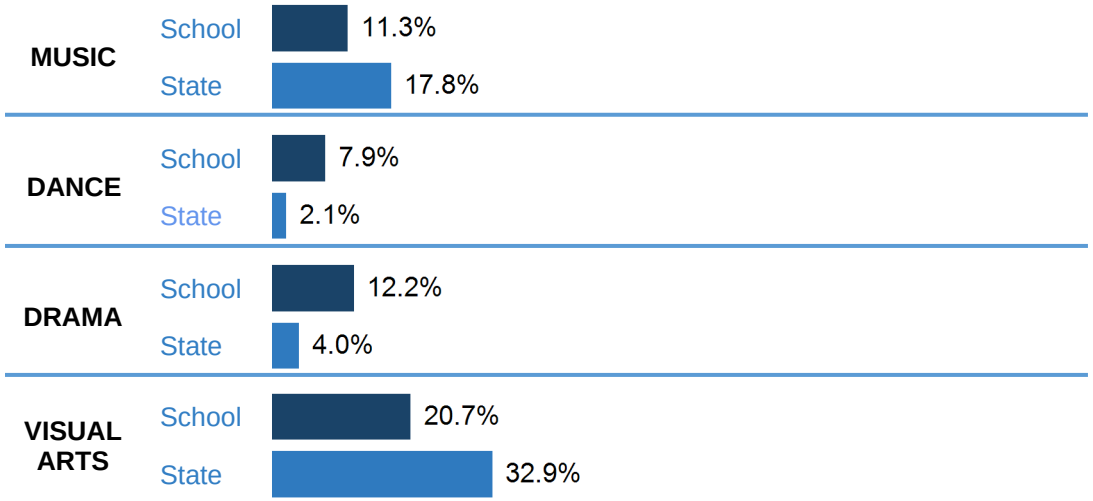


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	92.5%	90.9%	90.9%	92.4%	88.8%	90.7%	Not Met	93.5%	92.8%	Met Target
White	88.0%	95.0%	87.8%	95.7%	82.9%	84.5%	Not Met	91.5%	95.7%	Not Met
Hispanic	94.6%	84.8%	86.3%	87.3%	86.3%	90.4%	Not Met	89.7%	91.9%	Not Met
Black or African American	91.5%	84.2%	93.2%	86.8%	89.5%	93.4%	Not Met	95.5%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	96.0%	97.0%	97.4%	97.7%	97.4%	N	Met Goal	96.8%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	97.0%	84.6%	90.8%	87.0%	88.8%	88.1%	Met Target	92.2%	90.7%	Met Target
Students with Disabilities	82.3%	80.1%	83.3%	83.5%	79.1%	81.1%	Not Met	86.3%	93.9%	Not Met
English Learners	100.0%	75.8%	93.3%	81.8%	86.7%	**	**	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	4.3%	4.3%
Substitute Competency Test	80.1%	80.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	15.0%	15.0%
Unknown	0.6%	0.6%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	92.5%	-
2017	88.8%	90.9%
2016	92.4%	93.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.7%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.7%	1.2%

NJ SCHOOL PERFORMANCE REPORT

TEANECK HIGH SCHOOL
(03-5150-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	82.1%	32.1%	67.9%
White	85.7%	20%	80%
Hispanic	83.2%	39.4%	60.6%
Black or African American	79.7%	27.3%	72.7%
Asian, Native Hawaiian, or Pacific Islander	87%	35%	65%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	81.1%	35.6%	64.4%
Students with Disabilities	68.8%	56.8%	43.2%
English Learners	46.2%	66.7%	33.3%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	82.7%	27.9%	72.1%	71.7%	28.3%	68.2%	31.8%
White	84.4%	22.2%	77.8%	51.9%	48.1%	55.6%	44.4%
Hispanic	76.8%	38.4%	61.6%	69.9%	30.1%	78.1%	21.9%
Black or African American	83.7%	27.1%	72.9%	78%	22%	61%	39%
Asian, Native Hawaiian, or Pacific Islander	92.1%	14.3%	85.7%	71.4%	25.7%	85.7%	14.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.2%	27.8%	72.2%	69.6%	30.4%	74.7%	25.3%
Students with Disabilities	68.5%	56.8%	43.2%	75.7%	24.3%	86.5%	13.5%
English Learners	*	*	*	*	*	*	*

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

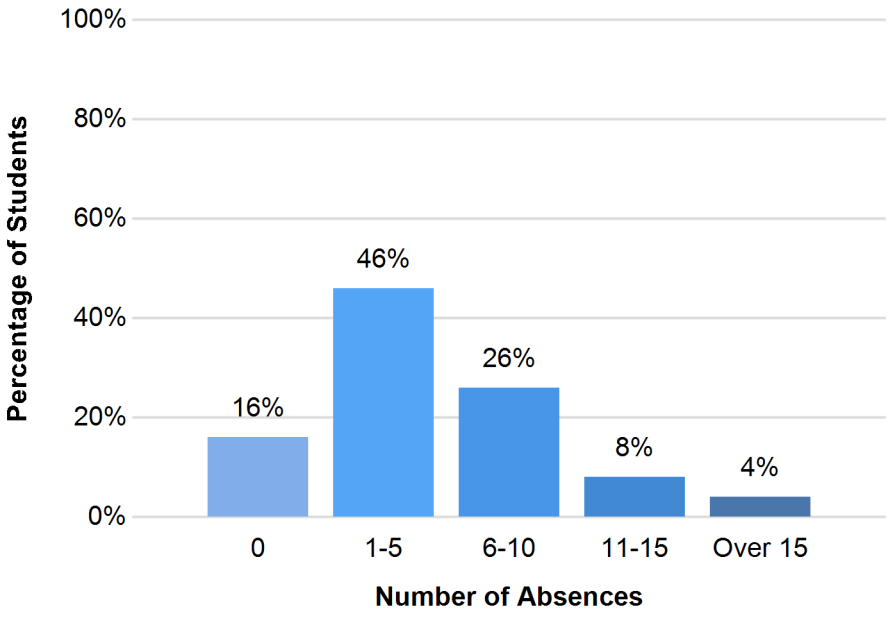
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	42	3.2	14.9	Met
White	5	3.0	14.9	Met
Hispanic	15	3.5	14.9	Met
Black or African American	19	3.7	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	3	2.3	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	18	4.6	14.9	Met
Students with Disabilities	18	4.9	14.9	Met
English Learners	1	2.9	14.9	Met

Days Absent

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



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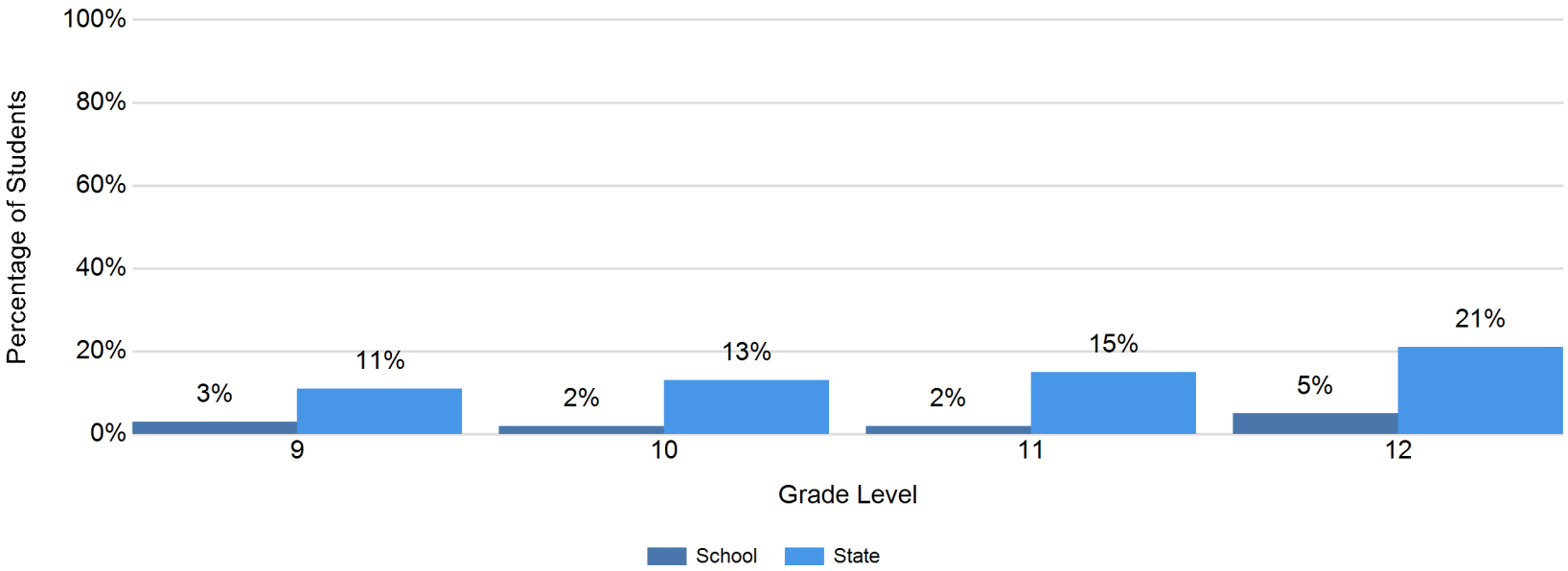
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	33
Weapons	3
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	4.61

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	8
Weapons	3
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	4	5
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	2.1%
Out-of-School Suspensions	84	6.9%
Any Suspension	97	8.0%
Removal to other education program	10	0.8%
Expulsion	0	0.0%
Arrest	13	1.1%

School Days Missed due to Out-of-School Suspensions
595

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	2 Hrs. 21 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	3.2:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$570	$20,208	$20,778

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	119	117,464
Average years experience in public schools	14.3	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	83.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	16.7	16.0
Average years experience in district	10.6	12.0
Administrators in district for 4 or more years	70.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	122:1	133:1
Teachers to Administrators	12:1	13:1
Students to Librarians/Media Specialists		1198:1
Students to Nurses		513:1
Students to Counselors		327:1
Students to Child Study Team		180:1

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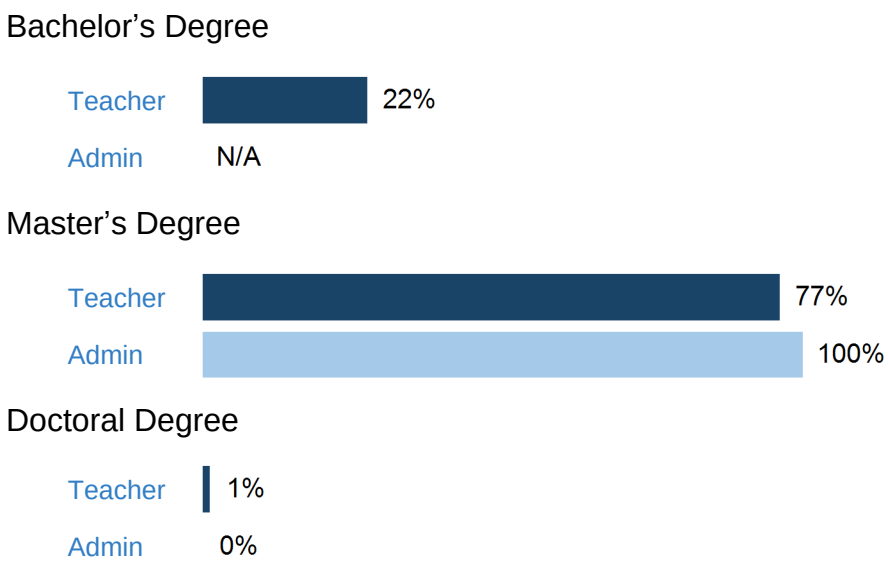
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	48.7%	40.0%
Male	51.3%	60.0%
White	63.9%	30.0%
Hispanic	11.8%	10.0%
Black or African American	16.8%	50.0%
Asian	6.7%	10.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.8%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	69.91	15.0%
Mathematics Proficiency	65.04	15.0%
Graduation Rate - 4-Year	24.64	20.0%
Graduation Rate - 5-Year	40.52	20.0%
Progress Towards English Language Proficiency	91.82	20.0%
Chronic Absenteeism	95.40	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.18	n/a
Summative Rating: Percentile Rank of Summative Score	64.76	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	Met	No
White	45.99	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	65.41	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Black or African American	78.73	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	50.03	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	72.78	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Met	No
Students with Disabilities	61.24	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Our robotics team placed 2nd in Panasonic's Creative Design Challenge. • We were named to the National AP Honor Roll for the 17-18 school year. • We offer students a choice of 5 different Academic Institutes and 1 STEM Academy.
Mission, Vision, Theme:	The mission of Teaneck High School, a diverse and inclusive community with a history of excellence, is to provide a superior education by empowering students to develop the skills to become lifelong learners and effective citizens in a globalized society through an engaging curriculum and nurturing environment.
Awards, Recognition, Accomplishments:	Students have received many awards in recent years including 1st place in the Panasonic Robotics Creative Design Challenge, Assemblywoman Huttle's Young Women's Leadership Program, Girl Scout Gold Award, Boy Scout Eagle Award, West Point Eisenhower Award for Leadership, among others.

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

NJ SCHOOL PERFORMANCE REPORT

TEANECK HIGH SCHOOL
(03-5150-050)
Grades Offered: 09-12
2017-2018

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

School Narrative

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

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

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Student Supports and Services:	THS offers after school tutoring with all teachers, including our ELL program, which enables our students to gain academic help in each area. After school tutoring programs such as Homework Club, Peer Tutoring with NHS students and STRIVE academic mentoring are additional programs offered. Free before and after school SAT and ACT tutoring classes are also offered. An I&RS team is in place to assist students who are experiencing learning, behavior, or health difficulties.
Student Health and Wellness:	A nutritious breakfast program for students is offered every morning. Nutrition is emphasized in the Health curriculum in each grade level. Students are enrolled in Physical Education classes for 3 marking peiods ecah year. Physical Education classes meet every other day in our block schedule for 85 minutes. Dance is also offered as part of the Fine & Performing Arts curriculum at THS.
Parent and Community Involvement:	THS supports parental involvement in all facets of our school community. Our PTSO (Parent-Teacher-Student Organization) meets monthly in the media center. The BQMT (Building Quality Management Team) meets 5 times each year and provides parents the opportunity to discuss and improve the culture and climate of the high school. THS regularly partners with local community organizations such as TCT, Teaneck Comes Together. Parents can easily access the online Parent Portal from our website.

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

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