NJ SCHOOL PERFORMANCE REPORT

WILLIAM CULLEN BRYANT SCHOOL
(03-5150-080)
Grades Offered: PK-KG
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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	MS. ABREW
Address	1 TRYON AVENUE TEANECK, NJ 07666
Phone Number	(201)833-5546
Email Address	LABREW@TEANECKSCHOOLS.ORG
Website	http://www.teaneckschools.org
Facebook	https://www.facebook.com/bryantPTO-Teaneck
Twitter	https://twitter.com/teaneck_bryant

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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
PK	70	77	142
KG	159	156	168
Total	229	233	310

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	39.3%	36.9%	40.0%
Male	60.7%	63.1%	60.0%
Economically Disadvantaged Students	45.9%	37.3%	34.5%
Students with Disabilities	47.2%	43.8%	31.3%
English Learners	10.0%	7.3%	8.1%
Homeless Students		1.3%	1.3%
Students in Foster Care		0.0%	0.6%
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	19.7%	21.5%	19.7%
Hispanic	41.9%	37.8%	34.8%
Black or African American	22.7%	24.0%	28.7%
Asian	12.7%	13.3%	12.6%
Native Hawaiian or Pacific Islander	0.9%	0.4%	0.6%
American Indian or Alaska Native	0.9%	1.7%	1.3%
Two or More Races	1.3%	1.3%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	39	31	115
PK - Full Day	31	46	27
KG - Half Day	0	0	0
KG - Full Day	159	156	168

Enrollment by Home Language

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

Home Language	% of Students
English	88.7%
Spanish	7.7%
Urdu	1.3%
Other Languages	2.3%

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	*	*
3-4	*	*	*
5 or more	N	N	N

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

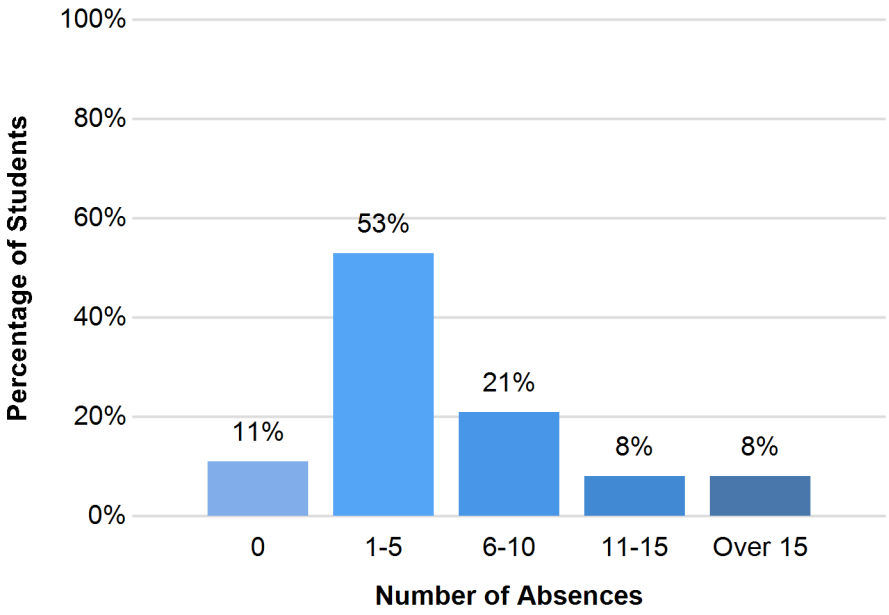
Chronic Absenteeism

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	8	4.7	13.0	Met
White	0	0	13.0	Met
Hispanic	2	2.9	13.0	Met
Black or African American	1	2.1	13.0	Met
Asian, Native Hawaiian, or Pacific Islander	2	11.8	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	6.6	13.0	Met
Students with Disabilities	1	2.6	13.0	Met
English Learners	2	10.0	13.0	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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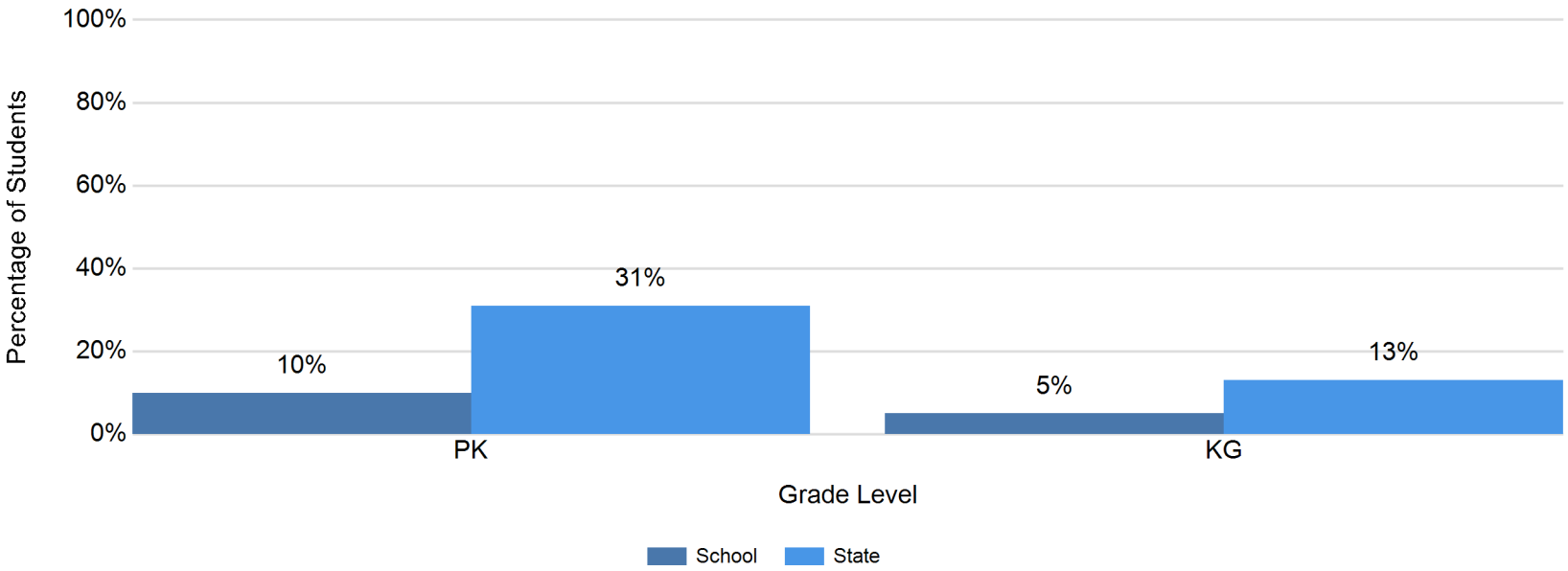
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:20 PM
Length of School Day	5 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 5 Mins
Shared Time - Instructional Time	N

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	25	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	64.0%	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	12:1	10:1
Students to Administrators	310:1	133:1
Teachers to Administrators	25:1	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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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	94.7%

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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	84.0%	100.0%
Male	16.0%	0.0%
White	56.0%	0.0%
Hispanic	20.0%	100.0%
Black or African American	12.0%	0.0%
Asian	12.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Technology is a part of each school day, with all students utilizing 1:1 personal iPads and Chromebooks. • 2018 NJ PEEA Grant Recipient
Mission, Vision, Theme:	Bryant School is a place where academic excellence, personal integrity, diverse perspectives and meaningful relationships thrive in a safe, respectful, nurturing and intellectually stimulating environment. Parents, faculty and community members work together to advance student achievement and to assist each child in reaching his/her full potential.Motto~Where seeds of happiness and academic excellence are planted
Awards, Recognition, Accomplishments:	2016 Winner Kaboom/Dr Pepper Let's Play Construction Grant for Courtyard playground.

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Courses, Curriculum, Instruction:	For school year 2017-2018, we will be using Benchmark Literacy for Kindergarten students and the Tools of the Mind Curriculum in all Pre-K-3 and Pre-K-4 classrooms. Our curriculum encompasses the basic concepts of Reading, Writing, Mathematics (Go Math!), Science and Social Studies, based on the NJ Pre-K Standards/K Common Core Standards. In order to serve a population that is diverse, with a wide range of abilities and developmental stages, we teach using differentiated instruction.
Sports and Athletics:	All of Bryant School students participate in an annual school-wide field day event. This day is devoted to athletic contests or other sporting exercises.
Clubs and Activities:	Some of the co-curricular activities at Bryant School include: art, music, foreign language, musical performances, school wide reading contest, Kindness Patrol.

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Before and After School Programs:	Bryant School houses a before and after-care program called School Aged Child Care (SACC), which is coordinated by the Teaneck Community Education Center (TCEC). The SACC program runs from 7:00 AM - 8:20 AM and 2:20 PM - 6:15 PM.
Staff and Professional Learning:	All staff participate in district-wide and school-based professional development (60+ hours/academic year). Grade level and departmental meetings take place throughout the school year giving staff members an opportunity to collaborate with colleagues. Foundation Training is offered to assist and advise teachers in teaching practices; subject area content matters, instructional methodologies, development of daily and long-range lesson/unit plans and organize classrooms for effective learning. Coaching and mentoring occurs for Pre- School Teachers (3/4) through Tools of the Mind.org

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Student Supports and Services:	Intervention & Referral Services assist students experiencing learning, behavior, social or health difficulties. ESL supports and services learners whose dominant language is other than English. Literacy Enrichment Services provides individualized and small group diagnostic/literacy enrichment for students experiencing difficulties in reading and language arts skill
Student Health and Wellness:	Daily breakfast and hot lunch program. School wide healthy eating initiative and programs (i.e., Express Your Health, Wellness Screenings for both vision and dental).
Parent and Community Involvement:	Bryant School has a Parent-Teacher Organization which helps to facilitate parental involvement in school. We also have another program, FLIPS - Families Learning, Improving and Partnering for Students Success hold meetings in conjunction with the PTO Executive Board to provide workshop sessions on topics that promote student academic success and social emotional growth.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers GLOW/GROW - End of Year Parent survey (1x per academic year), NYPIRC- Welcoming Schools Survey (1x per academic year). Results from surveys lead to recommendations for improved drop off/pick up procedures, improved signage for families, and welcome banners.
Facilities:	The Bryant School building is over 100 years old and has had interior additions in 2010. We have an air conditioned library, gymnasium, interior ecoscape courtyard, two playground spaces and an air conditioned multi-purpose room. Some of our classrooms are equipped with Smart Board technology. All of our classes have 1:1 laptop and/or iPads.
School Safety:	School safety team meets 4x per year to review safety policies and procedures

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Technology and STEM:	1:1 ipad program and 7 SMARTBoards
Early Childhood Education:	As a receipient of the largest PreK funding in over a decade, Bryant School has been able to invest in early childhood education by providing our youngest learners with a high-quality early education. This early start in the educational experience of young students helps to provide them with the skills and knowledge needed to succeed in a rapidly-evolving world

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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.

Other Information:	Bryant School serves approximately 350 students from grades Pre-K-3/4 and Kindergarten. As in all of Teaneck's schools, Bryant's classes are balanced according to gender, race or ethnicity, and academic ability. Kindergarten attendance is mandated by the State of NJ. Pre-K is an optional, supplemental program that is provided and runs for two and a half hours daily. Selection for this program is done via a lottery process. Bryant school hours are from 8:30am to 2:20pm. Regular half-day classes for PreK-3/4 are from 8:30 AM to 11:00 AM and 11:50 AM to 2:20 PM. In addition, some morning only half-days are scheduled for the entire school or district and these half days end at 12:30pm for full day students; half day students who are required to attend dismiss at 11:00 AM. All Teaneck schools operate on an A to F day schedule, with each letter representing a different day on which the specials (art, library, music, physical education, Spanish, etc.) will take place. Bryant School also provides guidance and character education lessons. The counselor coordinates lessons with teachers, meets with small groups and individual children. Communication with parents and the community is done in a variety of ways. We utilize Skylert to send out phone blasts, e-mail blasts and/or text messages to parents. Our social media page, Twitter, boasts of the exciting and important events taking place at Bryant School. We also send home flyers, notices and we post on our schools website. Teachers use a variety of communication tools to communicate directly with parents (i.e., Bloomz, Class Dojo, eBoards, etc.)