NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-5150-070)
Grades Offered: 05-08
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	MS. DAVIS
Address	655 TEANECK RD TEANECK, NJ 07666-4249
Phone Number	(201)833-5471
Email Address	ADAVIS@TEANECKSCHOOLS.ORG
Website	http://www.teaneckschools.org

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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
5	137	137	127
6	137	134	141
7	130	139	138
8	137	141	139
Total	541	551	545

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	50.3%	52.8%	50.8%
Male	49.7%	47.2%	49.2%
Economically Disadvantaged Students	35.5%	35.8%	37.8%
Students with Disabilities	20.7%	23.2%	23.1%
English Learners	2.0%	2.5%	2.2%
Homeless Students		0.5%	0.6%
Students in Foster Care		0.0%	0.0%
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	10.5%	11.3%	13.0%
Hispanic	32.9%	34.3%	37.2%
Black or African American	38.4%	37.0%	32.5%
Asian	15.5%	14.9%	14.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.6%	0.5%	0.6%
Two or More Races	1.8%	1.8%	1.8%

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	85.0%
Spanish	7.0%
Urdu	2.8%
Arabic	1.3%
Other Languages	4.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	48	50	Met Standard	46	47	50	Met Standard
White	41	47.5	50	Met Standard	51	53.5	51	Met Standard
Hispanic	40	49.5	49	Met Standard	44	46	48	Met Standard
Black or African American	45	45	44	Met Standard	40	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	56	61	Met Standard	59	59	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	56	50	49	**	*	33	51	**
Economically Disadvantaged	46	48	48	Met Standard	46	48.5	47	Met Standard
Students with Disabilities	42	41	41	Met Standard	35	38	43	Not Met
English Learners	*	56	54	**	*	64.5	51	**

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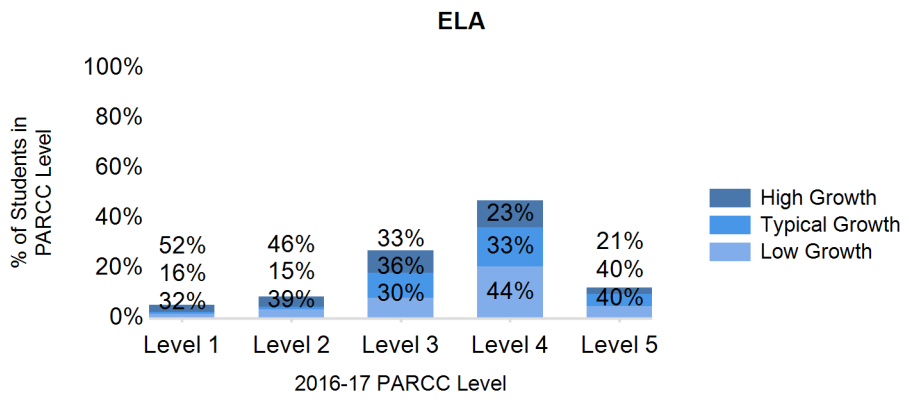
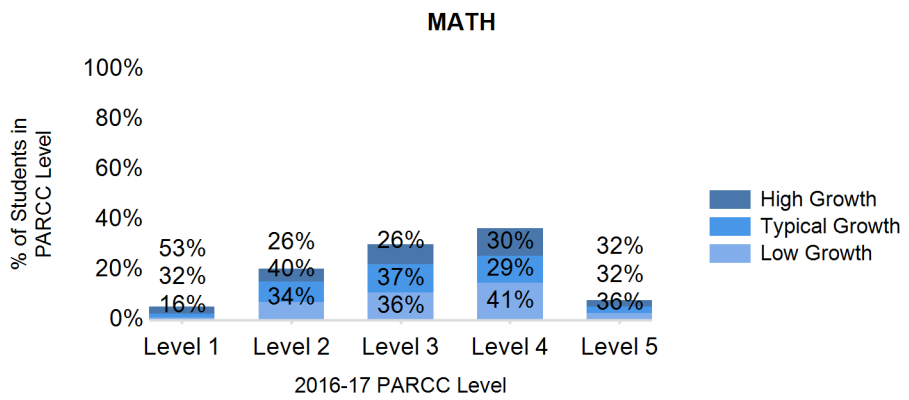
Student Growth by Performance Level

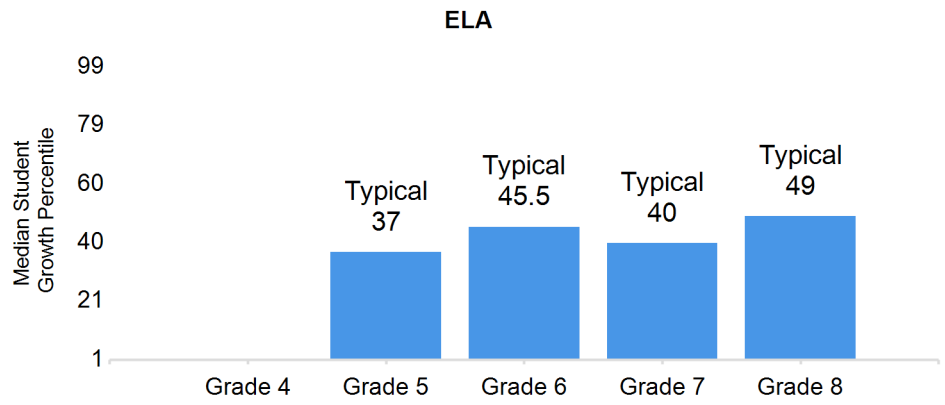
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

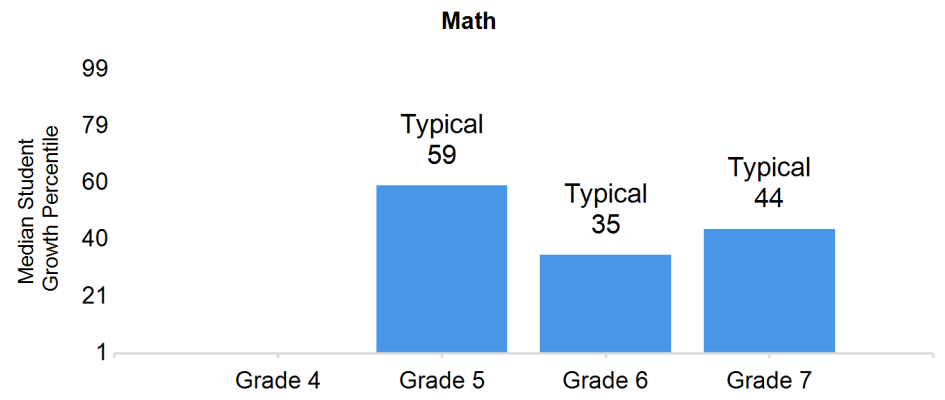




Student Growth by Grade

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





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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	522	96.4	64.2	59.6	56.7	64.2	62.6	Met Target
White	66	89.3	74.2	*	65.6	69.7	74.9	Met Target†
Hispanic	192	96.5	60.4	58.3	42.5	60.4	57.2	Met Target
Black or African American	175	97.3	56.0	51.7	37.3	56.0	58.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	76	100.0	81.5	*	82.3	81.5	72.1	Met Goal
American Indian or Alaska Native	*	*	*	50.0	52.7	*	**	**
Two or More Races	*	*	*	68.0	63.4	*	**	**
Female	268	98.2	77.3	69.3	64.5	77.3		
Male	254	94.6	50.4	49.9	49.4	50.1		
Economically Disadvantaged Students	216	96.9	58.4	50.6	38.5	58.4	49.9	Met Target
Non-Economically Disadvantaged Students	306	96.0	68.3	65.0	67.5	68.3		
Students with Disabilities	122	93.3	28.7	25.2	21.6	28.1	25.6	Met Target
Students without Disabilities	400	97.4	75.0	71.8	63.9	75.0		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	44.5	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	117	754	749	755	*	12%	29%	*	*	56%	58%
White	14	750	754	763	*	0%	*	*	*	57%	68%
Hispanic	49	750	750	743	0%	20%	33%	*	*	47%	43%
Black or African American	35	751	742	738	*	*	29%	60%	0%	60%	38%
Asian, Native Hawaiian, or Pacific Islander	16	775	*	780	0%	*	*	*	*	75%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	52	755	753	762	*	*	19%	*	*	65%	66%
Male	65	753	746	749	*	*	37%	*	*	49%	51%
Economically Disadvantaged Students	56	750	744	739	*	*	27%	*	*	55%	39%
Non-Economically Disadvantaged Students	61	757	754	766	*	*	31%	*	*	57%	71%
Students with Disabilities	23	737	728	724	*	*	*	*	*	30%	22%
Students without Disabilities	94	758	756	762	*	*	*	*	*	63%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	134	751	751	754	9%	13%	19%	49%	10%	59%	56%
White	18	764	766	761	*	*	*	*	*	78%	66%
Hispanic	51	747	746	742	*	*	20%	*	*	59%	42%
Black or African American	45	738	743	737	*	27%	27%	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	16	782	*	779	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	67	761	764	761	*	*	*	*	*	76%	64%
Male	67	741	738	748	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	53	736	737	739	*	*	23%	*	*	40%	37%
Non-Economically Disadvantaged Students	81	761	762	764	*	*	16%	*	*	72%	68%
Students with Disabilities	37	720	719	723	*	*	*	*	*	16%	18%
Students without Disabilities	97	763	761	760	*	*	*	*	*	75%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	135	762	758	760	*	*	22%	47%	21%	68%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	40	759	758	746	*	*	25%	*	*	70%	49%
Black or African American	50	756	750	740	*	*	24%	*	*	60%	42%
Asian, Native Hawaiian, or Pacific Islander	24	770	776	790	*	0%	*	*	*	79%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	68	769	769	769	*	*	*	53%	28%	81%	72%
Male	67	754	748	752	*	*	*	40%	15%	55%	54%
Economically Disadvantaged Students	53	755	754	742	*	*	19%	*	*	66%	44%
Non-Economically Disadvantaged Students	82	766	761	771	*	*	24%	*	*	70%	73%
Students with Disabilities	26	736	725	721	*	*	42%	*	*	31%	22%
Students without Disabilities	109	768	769	768	*	*	17%	*	*	77%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	138	766	764	759	*	*	20%	57%	16%	73%	60%
White	16	773	*	767	*	0%	*	*	*	81%	70%
Hispanic	51	758	757	744	*	*	22%	*	*	67%	45%
Black or African American	45	765	761	739	*	*	24%	*	*	71%	39%
Asian, Native Hawaiian, or Pacific Islander	22	780	773	789	0%	0%	*	*	*	86%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	81	775	771	768	*	*	*	*	*	85%	69%
Male	57	754	756	751	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	55	766	759	740	*	*	22%	*	*	73%	42%
Non-Economically Disadvantaged Students	83	766	767	769	*	*	19%	*	*	73%	71%
Students with Disabilities	33	736	730	719	*	*	36%	*	*	36%	19%
Students without Disabilities	105	776	776	766	*	*	15%	*	*	85%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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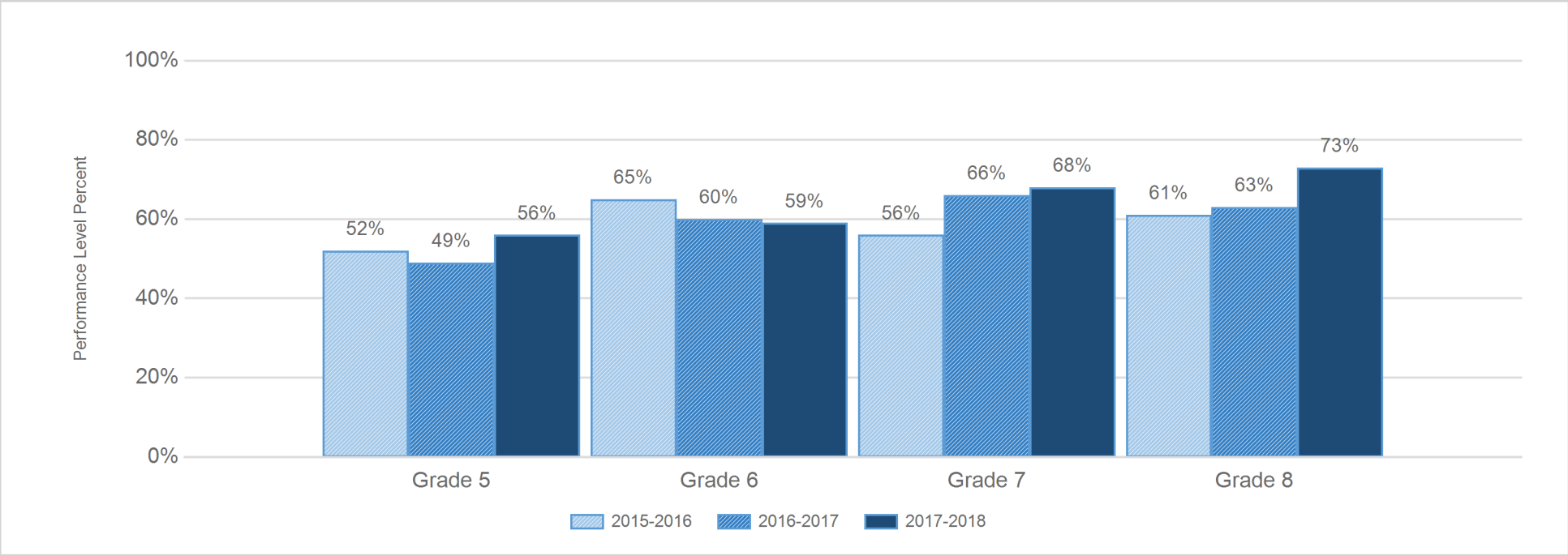
English Language Arts/Literacy Assessment - Performance Trends

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	527	96.4	46.7	42.1	45.0	46.7	49.3	Met Target†
White	67	89.5	65.6	*	54.1	61.7	64.9	Met Target†
Hispanic	193	96.6	40.4	38.6	29.2	40.4	48.8	Not Met
Black or African American	175	97.3	37.7	32.9	23.4	37.7	39.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	79	100.0	67.0	*	77.0	67.0	63.4	Met Target
American Indian or Alaska Native	*	*	*	27.3	42.5	*	**	**
Two or More Races	*	*	*	44.0	53.0	*	**	**
Female	271	98.2	49.1	43.2	46.0	49.1		
Male	256	94.6	44.1	40.9	43.9	43.9		
Economically Disadvantaged Students	218	96.9	36.7	34.1	26.6	36.7	36.5	Met Target
Non-Economically Disadvantaged Students	309	96.0	53.7	47.0	55.9	53.7		
Students with Disabilities	122	93.3	18.8	*	17.1	18.5	25.8	Not Met
Students without Disabilities	405	97.4	55.1	*	50.5	55.1		
English Learners	12	100.0	16.7	34.9	24.6	16.7	**	**
Non-English Learners	515	96.3	47.4	42.6	46.9	47.4		
Homeless Students	*	*	*	29.4	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-5150-070)
Grades Offered: 05-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics 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	118	755	749	748	*	*	25%	*	*	57%	49%
White	15	767	761	756	0%	*	*	*	*	73%	60%
Hispanic	49	749	748	736	*	*	27%	*	*	49%	32%
Black or African American	35	750	740	730	0%	*	31%	*	*	49%	26%
Asian, Native Hawaiian, or Pacific Islander	16	778	775	777	0%	*	*	*	*	88%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	53	752	747	749	*	*	25%	*	*	55%	50%
Male	65	758	751	747	*	*	25%	*	*	58%	48%
Economically Disadvantaged Students	57	750	744	733	*	*	32%	*	*	47%	29%
Non-Economically Disadvantaged Students	61	759	752	758	*	*	18%	*	*	66%	62%
Students with Disabilities	23	749	736	726	*	*	*	*	*	35%	20%
Students without Disabilities	95	757	753	752	*	*	*	*	*	62%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-5150-070)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	737	737	744	8%	29%	30%	24%	8%	32%	44%
White	18	744	747	751	*	*	*	*	*	56%	54%
Hispanic	52	732	731	731	*	29%	37%	*	*	23%	27%
Black or African American	45	728	730	726	*	40%	31%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	17	767	*	771	0%	*	*	*	*	65%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	68	739	741	745	*	24%	35%	*	*	34%	45%
Male	68	735	732	742	*	35%	25%	*	*	31%	42%
Economically Disadvantaged Students	54	725	727	729	*	46%	28%	*	*	15%	24%
Non-Economically Disadvantaged Students	82	745	744	753	*	18%	32%	*	*	44%	56%
Students with Disabilities	37	716	716	717	*	54%	*	*	*	11%	13%
Students without Disabilities	99	745	743	748	*	20%	*	*	*	40%	49%
English Learners	*	*	734	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	737	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(03-5150-070)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	743	739	743	7%	20%	33%	31%	9%	39%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	40	741	736	732	*	*	35%	*	*	40%	27%
Black or African American	50	736	731	727	*	26%	32%	*	*	30%	21%
Asian, Native Hawaiian, or Pacific Islander	26	750	755	767	*	*	38%	*	*	42%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	69	743	740	745	*	23%	32%	*	*	39%	45%
Male	68	743	738	741	*	18%	34%	*	*	40%	42%
Economically Disadvantaged Students	53	735	736	730	*	25%	40%	*	*	26%	24%
Non-Economically Disadvantaged Students	84	748	741	751	*	18%	29%	*	*	48%	55%
Students with Disabilities	26	719	715	717	*	38%	*	*	*	15%	12%
Students without Disabilities	111	749	747	748	*	16%	*	*	*	45%	50%
English Learners	*	*	718	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	740	744	*	*	*	*	*	*	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-5150-070)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	743	738	728	13%	12%	27%	*	*	48%	28%
White	11	740	*	736	*	0%	*	*	*	64%	36%
Hispanic	43	734	732	722	*	*	28%	40%	0%	40%	22%
Black or African American	37	748	739	715	*	*	30%	49%	0%	49%	15%
Asian, Native Hawaiian, or Pacific Islander	11	760	754	747	*	*	*	*	*	64%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	60	750	742	731	*	*	22%	*	*	58%	31%
Male	45	734	734	725	*	*	33%	*	*	33%	26%
Economically Disadvantaged Students	45	741	736	719	*	*	24%	*	*	47%	20%
Non-Economically Disadvantaged Students	60	745	739	735	*	*	28%	*	*	48%	35%
Students with Disabilities	31	712	709	705	*	*	*	*	*	16%	*
Students without Disabilities	74	756	751	735	*	*	*	*	*	61%	*
English Learners	*	*	726	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	738	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	33	792	752	746	0%	0%	*	*	*	97%	46%
White	*	*	778	755	*	*	*	*	*	*	57%
Hispanic	*	*	749	730	*	*	*	*	*	*	27%
Black or African American	*	*	740	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	797	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	21	793	756	748	0%	0%	*	*	*	95%	48%
Male	12	790	748	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	10	800	*	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	23	789	*	756	0%	0%	*	*	*	96%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	33	792	*	749	0%	0%	*	*	*	97%	*
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	N	N	*	720	N	N	N	N	N	N	11%

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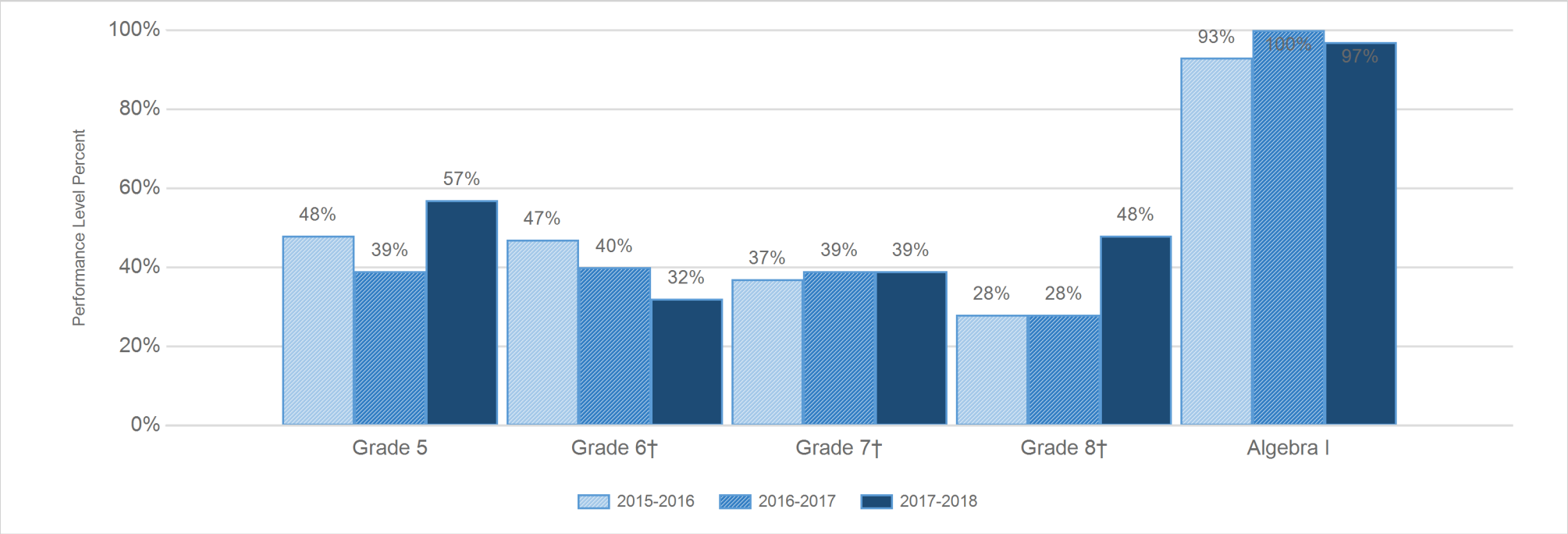
Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	149
7	0	0	145
8	36	0	112
Total	36	0	406

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	148	0	0	0	0	0	0
7	117	26	0	0	0	0	0
8	122	31	0	0	0	0	0
Total	387	57	0	0	0	0	0

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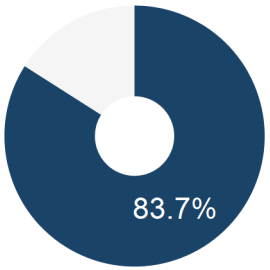
Visual and Performing Arts – Course Participation

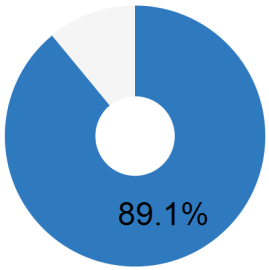
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

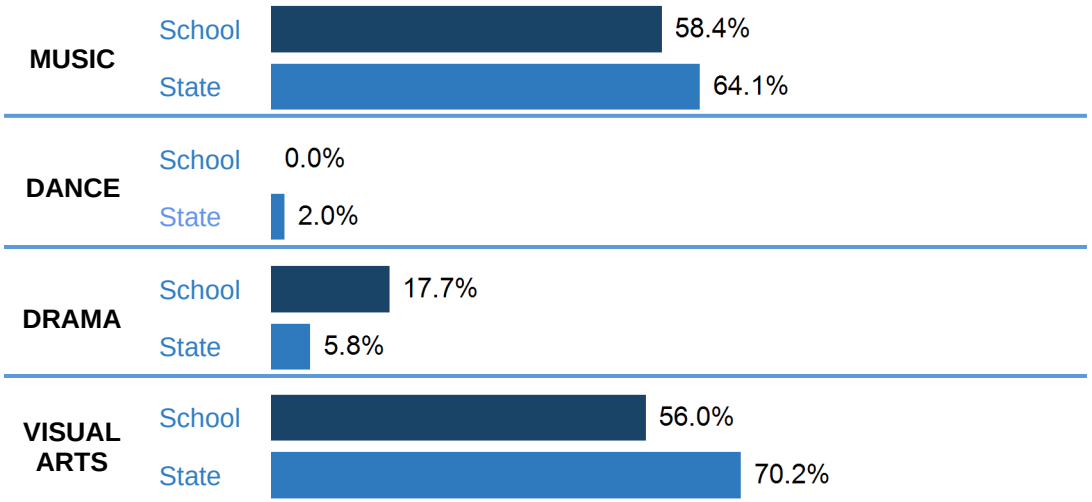


School



State

Students enrolled in one or more classes by discipline:



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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.

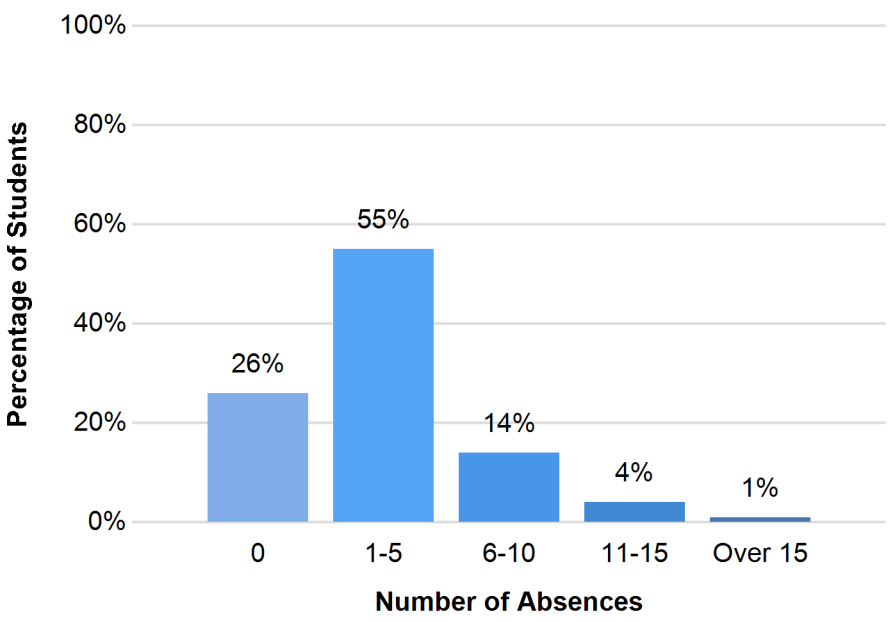
Chronic Absenteeism

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	7	1.2	9.1	Met
White	1	1.3	9.1	Met
Hispanic	4	1.9	9.1	Met
Black or African American	2	1.1	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	5	2.4	9.1	Met
Students with Disabilities	2	1.4	9.1	Met
English Learners	0	0	**	**

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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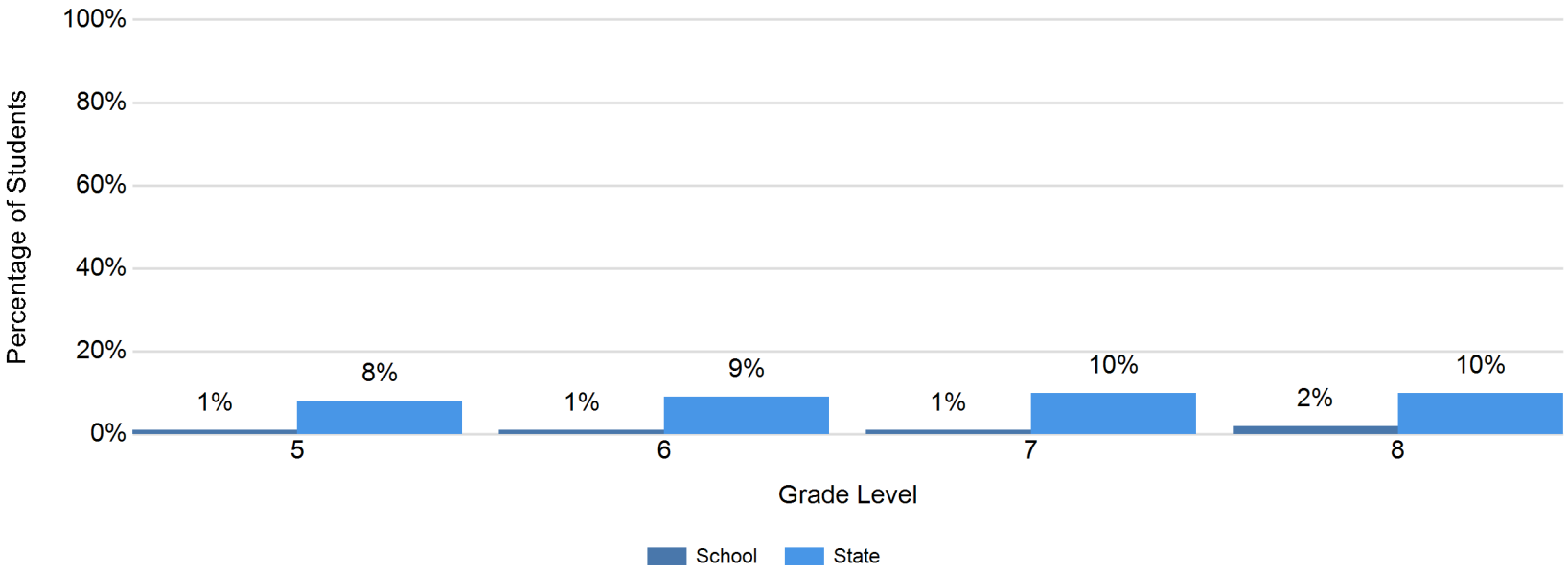
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(03-5150-070)
Grades Offered: 05-08
2017-2018

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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	18
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	6.06

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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	2	7	9
Religion	1	2	3
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	1	0	1
Other	9	7	16
No Identified Nature	8		8

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	13	2.4%
Out-of-School Suspensions	25	4.6%
Any Suspension	33	6.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
92

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School Day

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

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

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	64	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	69.8%	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	9:1	10:1
Students to Administrators	182:1	133:1
Teachers to Administrators	21:1	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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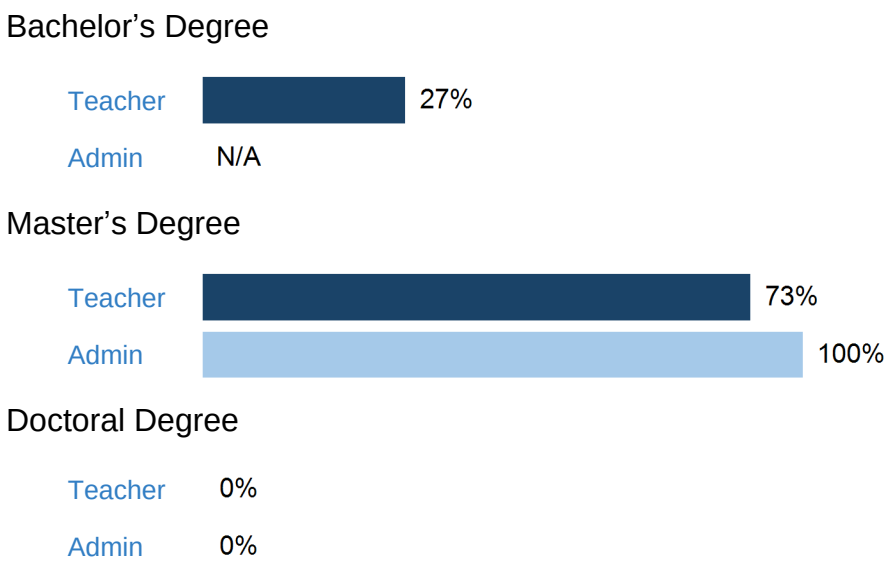
Teachers and Administrators - Level of Education

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	94.6%

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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	73.4%	66.7%
Male	26.6%	33.3%
White	60.9%	33.3%
Hispanic	10.9%	0.0%
Black or African American	28.1%	66.7%
Asian	0.0%	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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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	64.63	17.5%
Mathematics Proficiency	48.34	17.5%
English Language Arts Growth	30.75	25.0%
Mathematics Growth	33.71	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	98.14	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	50.61	n/a
Summative Rating: Percentile Rank of Summative Score	50.41	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	**	Met	No
White	52.07	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	54.56	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	67.63	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	44.28	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	66.15	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	55.47	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Three Thomas Jefferson Middle School student musicians performed at the annual All-County Middle School Band Concert were selected to be a part of this prestigious ensemble. • All students participated in our annual tribute to honor the community first responders and remembrance of 9/11. Our Second Annual Thanksgiving Dinner for the community was a success. • Students in fifth and sixth grades participated In The Hour Of Code during the month of December.
Mission, Vision, Theme:	The mission is to ensure that all students work to meet their highest level of academic achievement. Faculty are dedicated to: Implementing the highest of standards. Empowering students to become lifelong learners who can identify their own strengths, learning styles and areas in need of improvement. Nurturing students' development as they become safe, responsible and respectful members of society. Developing students' skills in order to participate in the local and global community.
Awards, Recognition, Accomplishments:	Thirty-Two students were inducted into the National Junior Honor Society. All Social Studies classes participated in the National Geography Bee. The winner of the National Spelling Bee advanced to the second round.

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Courses, Curriculum, Instruction:	Core Curriculum courses include Language Arts, Mathematics, Science, Social Studies, Spanish/French and Physical Education & Health. Special Education, Gifted & Talented and Basic Skills programs provide enhancements. Elective courses offered are Music, Art, Multimedia, Computer Applications, Forensics, Dance, Drama Mid-Day fitness, Humanities and Creative Writing. The School Counseling Department, Nursing, and Library Media Information Services complete the middle school program.
Clubs and Activities:	Clubs include TJ Achievers mentoring for boys, TJ Activists, Band, Bridge, Chorus, Drama, Environmental Science, Jazz Band, Math, National Junior Honor Society, Orchestra, Intramural Sports, STEPS mentoring for girls, Student Council, Kids Chronicle, and Yearbook. Leadership Development groups including Emoji, Power Boys, Empower Girls, Golden Stars Girl Scout Troop #97222, TJ Ambassadors.

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Before and After School Programs:	We have a breakfast program that commences at 7:20 a.m. until 8:30 a.m. where students have breakfast and do homework. We have an afterschool program School Age Child Care (SACC), a non-profit program. The goal of the program is to provide the best possible experience for children after the school day by offering opportunities for play, rest, socialization, and continued learning in a relaxed and comfortable environment.
Staff and Professional Learning:	Foundation Training: a Mentoring Program for non-tenured teachers providing strategies for promoting active, in-depth learning. Teachers are provided opportunities to share Best Practices, e.g. essential questioning, analyzing data, ELL during meetings. Teachers are committed to continuous learning through attendance at conferences, workshops, conventions, graduate course work. Faculty members often assume leadership roles in training colleagues in co-teaching, technology, and data-analysis. We had our first Learn U professional development program where teachers led all sessions. It was overwhelming successful. We have three half day professional development sessions scheduled in our yearly calendar to provide teachers with opportunities to grow professionally.

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Student Supports and Services:	ELL students offered pull out support program. Special Services include programs for self-contained, replacement, In-class support, occupational and speech therapy. Struggling students are offered supplemental courses in math and literacy, morning and/or after-school programs, summer literacy and mathematics programs and daily extra help with teachers. I&RS and 504 services assist students experiencing learning, behavior or health difficulties.
Student Health and Wellness:	Physical Education and health courses, daily recess and intramural sports program. NFL Play 60 and The American Heart Association provided four field days, Jump Rope for Heart, Hoops for Heart, Healthy relationships with the Second Step Program, and annual field day activities. Breakfast program offered each morning. Full-time Nurse provides health and wellness information to students.
Parent and Community Involvement:	Active Parent Teacher Organization (PTO) and Building Quality Management Team (BQMT) meet monthly to raise funds and bring concerns/suggestions to administration and faculty. Parents and community members are invited to all performances and assemblies (e.g. 9/11 Program, Veterans Day Program, Honors Awards, NJHS Induction Ceremony, Data presentation and informational sessions). We have ongoing partnerships with the Puffin Foundation, Teaneck Police & Fire Departments, County Prosecutor's Office, Region V and local colleges. Parent portals include Skyward, Teacher eBoards and school website all available online.

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Facilities:	The age of building is sixty-one and there have not been any recent renovations. Air conditioning available in offices and computer labs. Building has a Media Center/Library, Gymnasium, Auditorium, Cafeteria, two computer labs, Science Labs, and Performing Arts wing which includes soundproof practice rooms. Solar panels displayed in front of building and used to conserve energy.

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Other Information:	Thomas Jefferson Middle school is located approximately 17 miles from New York City. Our middle school is comprised of fifth, sixth, seventh and eighth grades. We offer 80 minute blocks for Literacy and Mathematics for fifth and sixth grade students and 54 minute classes for all other subjects. Seventh and eighth grade students receive 54 minute instruction in all courses. Commitment to life-long learning in a caring environment is our school motto. Students learn the power of knowledge and reasoning in a supportive setting that strives for excellence. Hands-on activities and integrated approaches to the curriculum enable students at all grade levels to build bridges between subjects and recognize connections through lively participation. A nurturing school climate fosters personal growth and the attainment of self-reliance and independence needed for continued success. Technology enriches every aspect of the curriculum at Thomas Jefferson. Students use a variety of programs to augment their learning, including word processing, spreadsheets, multimedia presentations, digital imaging, movie making and desktop publishing. Most teachers have access to ELMO projectors which serve a variety of purposes during instruction to enhance student learning. We currently have 11 mobile carts allowing teachers to bring technology into the classroom and utilize Google Classrooms. A portable SMART Board is available for classroom use. Our Music students learn to compose their own music on iPads in the Music Technology course. Science labs are equipped with computer integrated probes for experiments. Each member of the Thomas Jefferson community is encouraged to always be ready to accept new challenges, meet new and different people, read new books, work together in professional learning communities, enhance and develop “the whole person” as we move forward in today’s society.