



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060
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TEANECK, NJ 07666

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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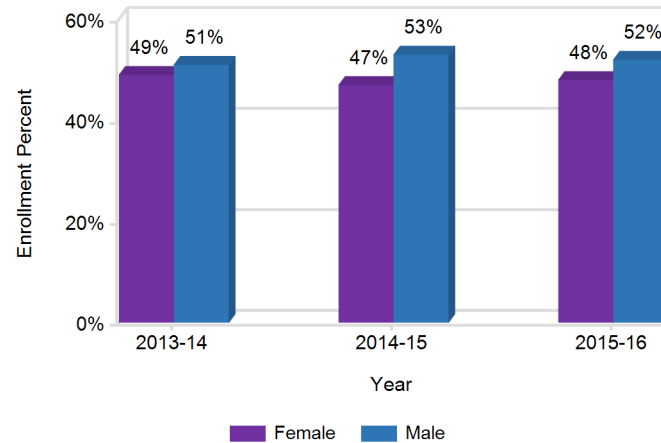
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 05	117	98	120
Grade 06	111	115	111
Grade 07	127	109	116
Grade 08	127	123	109
UG	44	49	48
Total	526	494	504

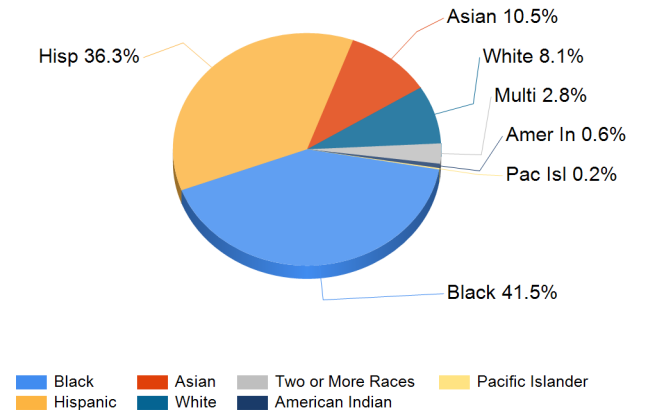
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



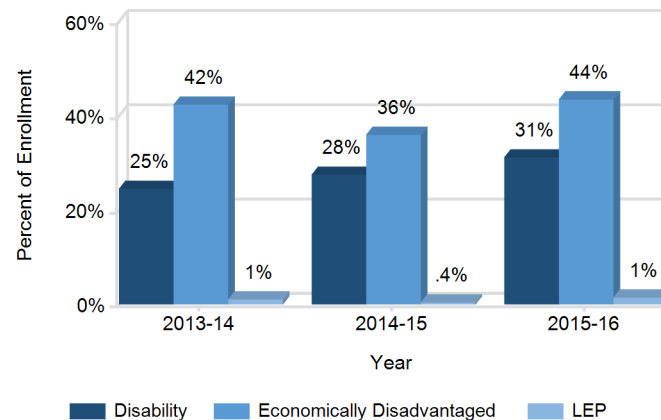
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.5%
Spanish	10.5%
Chinese	0.6%
Mandar	0.6%
Tagalog	0.6%
Other	3.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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2015-2016

Grade Span 05-08

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	60	44
Mathematics Met or Exceeded Expectations	38%	20	34

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	425	51%	44	94%	✓	425	38%	34	95%	✓
White	34	77%	76	93%	✗	34	68%	77	93%	✗
African American	184	46%	62	94%	✓	184	30%	55	94%	✓
Hispanic	150	47%	60	94%	✓	150	35%	48	94%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	43	65%	37	96%	✓	43	61%	30	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	136	15%	42	92%	✓	136	10%	36	92%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	171	42%	64	94%	✓	171	29%	47	95%	✓



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2015-2016

Grade Span 05-08

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	745	747	751	7%	17%	32%	42%	2%	44%	53%
White	S	S	762	758	S	S	S	S	S	S	64%
African American	47	736	742	733	15%	15%	36%	34%	N	34%	32%
Hispanic	49	743	743	738	4%	22%	33%	41%	N	41%	37%
Asian	12	770	761	773	N	N	25%	67%	8%	75%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	32	720	725	723	22%	34%	28%	16%	N	16%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	70	739	742	735	11%	17%	31%	40%	N	40%	33%
PARCC MATH											
Schoolwide	124	739	744	747	9%	26%	33%	27%	6%	32%	47%
White	S	S	761	753	S	S	S	S	S	S	57%
African American	47	728	735	728	11%	36%	36%	17%	N	17%	24%
Hispanic	50	738	741	735	10%	20%	40%	24%	6%	30%	31%
Asian	12	764	761	774	N	8%	25%	50%	17%	67%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	32	722	727	725	16%	41%	31%	13%	N	13%	19%
English Language Learners	S	S	747	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	71	735	737	732	10%	30%	32%	24%	4%	28%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 05-08

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	750	753	750	9%	14%	24%	42%	11%	53%	52%
White	S	S	765	756	S	S	S	S	S	S	61%
African American	43	746	750	732	7%	21%	28%	37%	7%	44%	31%
Hispanic	44	745	746	738	11%	11%	27%	43%	7%	50%	37%
Asian	18	755	762	772	11%	11%	17%	39%	22%	61%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	796	755	S	S	S	S	S	S	60%
Students with Disability	38	719	722	719	29%	29%	21%	21%	N	21%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	45	741	746	735	16%	11%	29%	38%	7%	44%	33%
PARCC MATH											
Schoolwide	118	739	743	743	13%	16%	33%	31%	7%	38%	43%
White	S	S	758	750	S	S	S	S	S	S	53%
African American	43	732	737	724	16%	23%	33%	23%	5%	28%	20%
Hispanic	44	734	739	730	14%	18%	36%	27%	5%	32%	26%
Asian	18	753	757	768	6%	6%	28%	56%	6%	61%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	763	748	S	S	S	S	S	S	49%
Students with Disability	S	S	718	717	S	S	S	S	S	S	13%
English Language Learners	S	S	725	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	45	730	736	728	16%	27%	31%	24%	2%	27%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	750	751	753	7%	14%	23%	36%	19%	55%	56%
White	S	S	766	760	S	S	S	S	S	S	65%
African American	51	745	745	733	10%	22%	12%	37%	20%	57%	35%
Hispanic	41	749	749	739	5%	12%	37%	32%	15%	46%	41%
Asian	S	S	775	781	S	S	S	S	S	S	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	735	759	S	S	S	S	S	S	63%
Students with Disability	S	S	717	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	44	741	740	735	9%	16%	30%	39%	7%	46%	37%
PARCC MATH											
Schoolwide	112	738	738	740	8%	23%	31%	36%	2%	38%	39%
White	S	S	756	747	S	S	S	S	S	S	47%
African American	51	730	729	724	16%	26%	24%	35%	N	35%	19%
Hispanic	42	738	736	729	2%	24%	43%	31%	N	31%	23%
Asian	S	S	761	763	S	S	S	S	S	S	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	720	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	44	729	727	727	14%	23%	39%	25%	N	25%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	749	752	753	10%	13%	24%	45%	8%	53%	55%
White	S	S	771	759	S	S	S	S	S	S	63%
African American	52	742	746	732	12%	10%	37%	39%	4%	42%	34%
Hispanic	35	750	751	740	6%	23%	14%	49%	9%	57%	43%
Asian	12	764	760	780	8%	8%	17%	42%	25%	67%	82%
American Indian	S	S	724	753	S	S	S	S	S	S	52%
Two or More Races	S	S	770	756	S	S	S	S	S	S	59%
Students with Disability	36	714	717	715	25%	36%	28%	11%	N	11%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	40	743	743	736	5%	20%	35%	33%	8%	40%	38%
**PARCC MATH											
Schoolwide	98	733	731	726	18%	16%	27%	38%	1%	39%	26%
White	S	S	744	732	S	S	S	S	S	S	32%
African American	49	729	728	712	22%	16%	25%	37%	N	37%	14%
Hispanic	29	735	732	721	14%	17%	35%	31%	3%	35%	20%
Asian	S	S	735	745	S	S	S	S	S	S	49%
American Indian	S	S	714	726	S	S	S	S	S	S	25%
Two or More Races	S	S	739	726	S	S	S	S	S	S	26%
Students with Disability	35	706	705	704	46%	23%	17%	14%	N	14%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	36	724	725	718	22%	17%	36%	25%	N	25%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



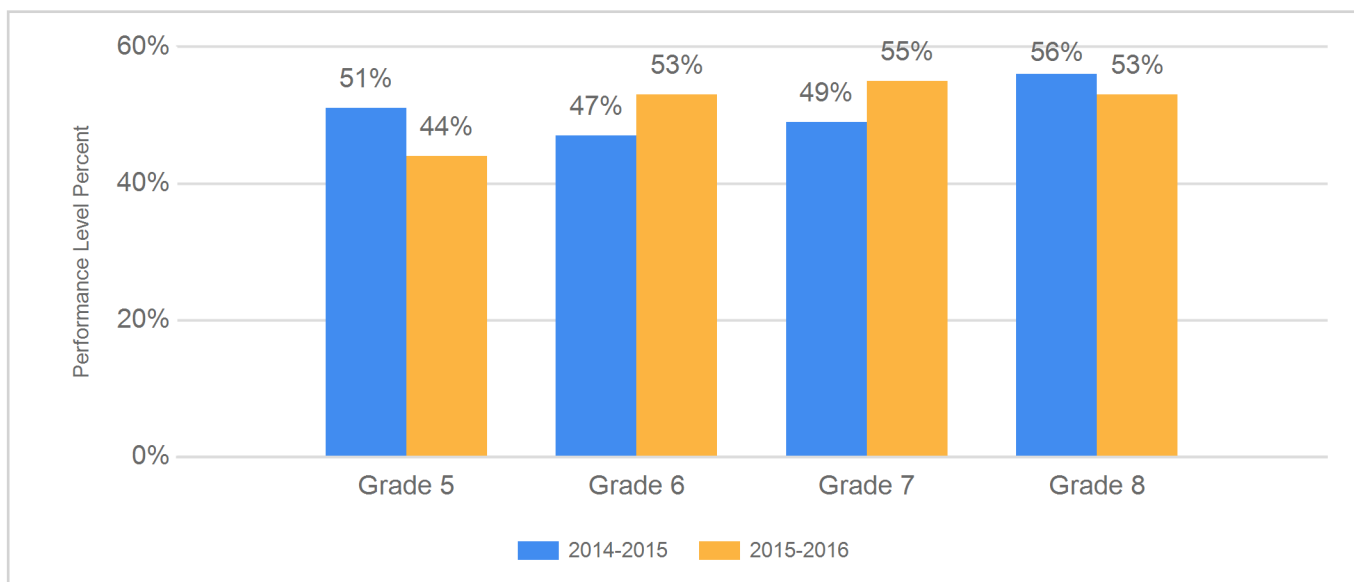
State of New Jersey
2015-2016

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	16	797	785	769	N	N	N	69%	31%	100%	41%
White	S	S	782	772	S	S	S	S	S	S	51%
African American	S	S	786	748	S	S	S	S	S	S	20%
Hispanic	S	S	779	746	S	S	S	S	S	S	25%
Asian	S	S	802	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	767	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	793	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



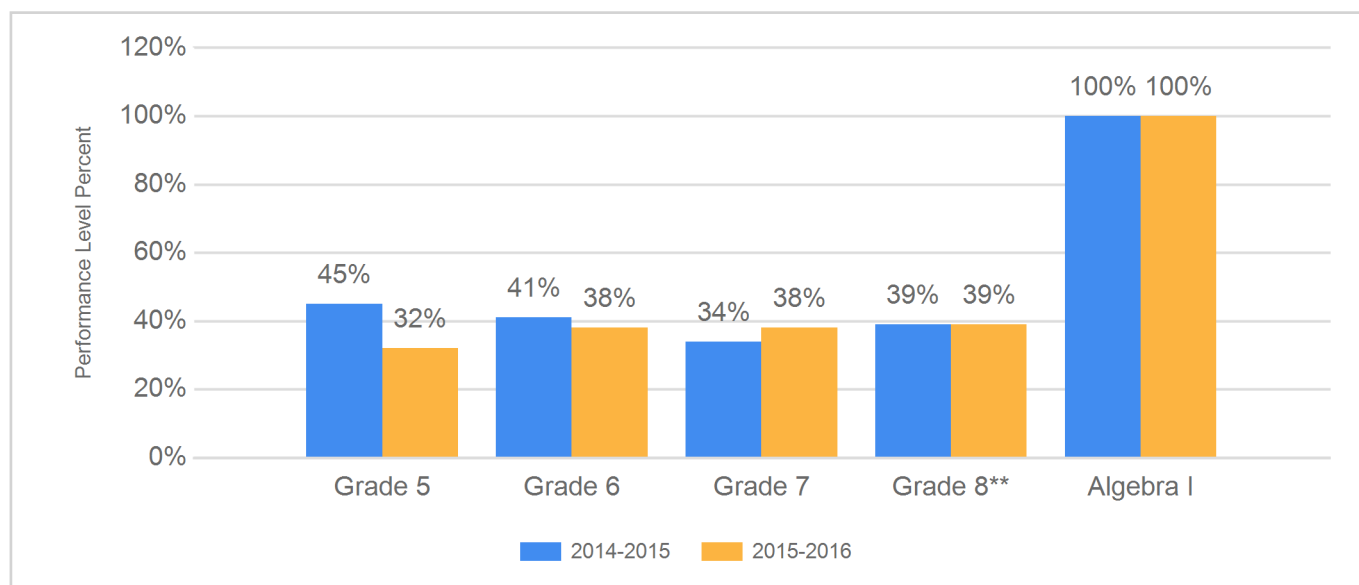
State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060

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TEANECK, NJ 07666

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

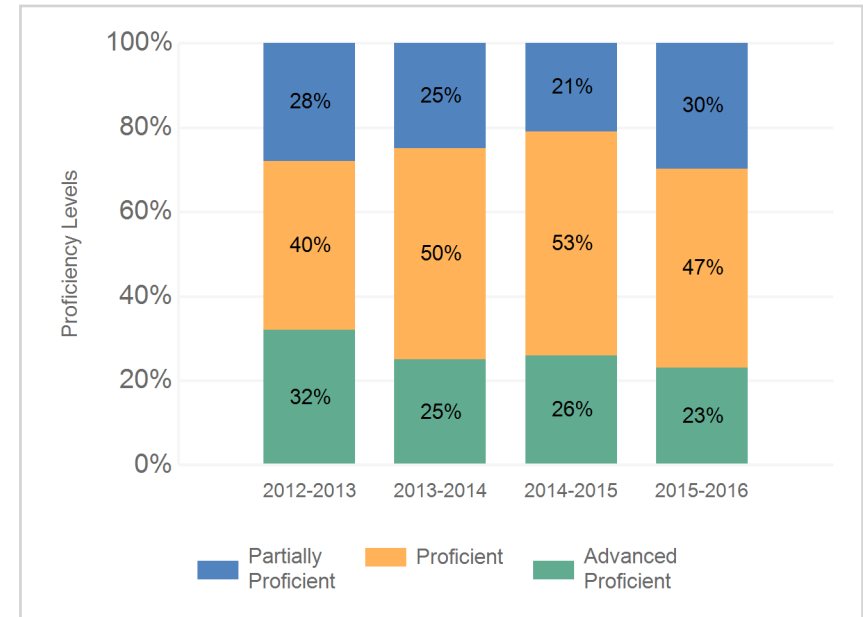
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	23%	47%	30%
White	36%	50%	14%
African American	17%	49%	34%
Hispanic	25%	47%	28%
American Indian	S	S	S
Asian	36%	43%	21%
Two or More Races	N	N	N
Students with Disability	14%	27%	60%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	46%	36%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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2015-2016

Grade Span 05-08

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	53	50
Student Growth on Math	52	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	7%	5%	2%
Approached (L3)	9%	9%	7%
Met (L4)	9%	14%	20%
Exceeded (L5)	0%	2%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	2%	0%
Partially Met (L2)	8%	9%	3%
Approached (L3)	10%	11%	10%
Met (L4)	4%	9%	20%
Exceeded (L5)	0%	1%	4%



State of New Jersey
2015-2016

Grade Span 05-08

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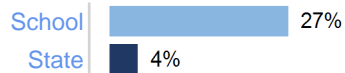
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



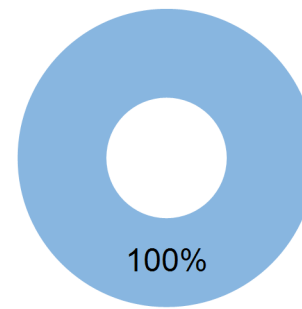
DANCE



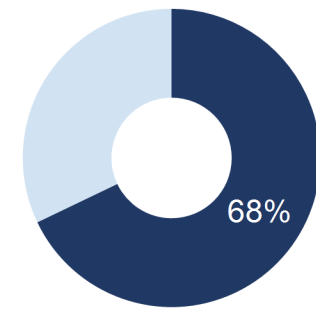
VISUAL ARTS



Any Visual and Performing Arts



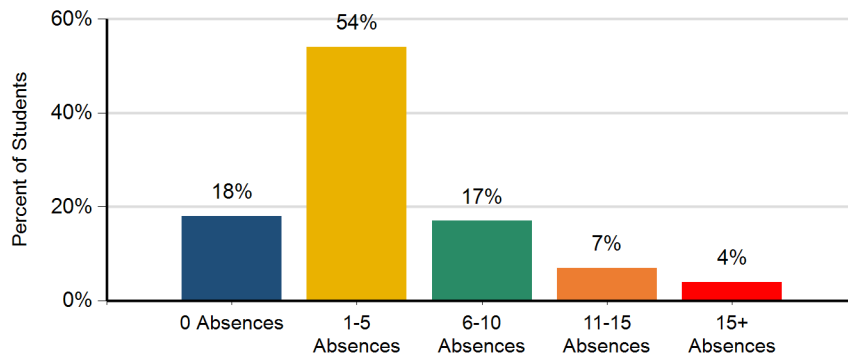
School



State

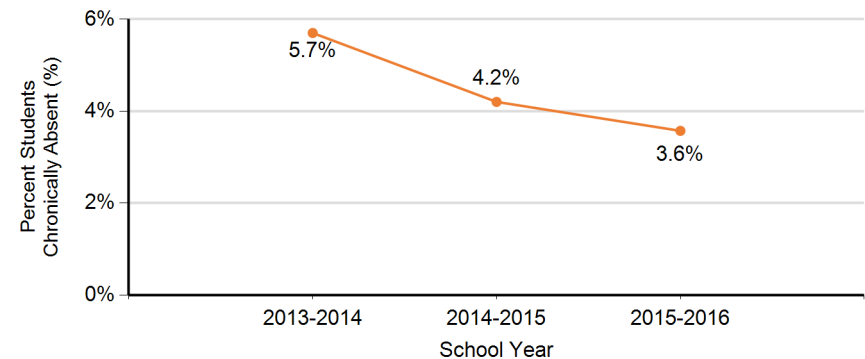
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 05-08

03-5150-060
BERGEN
TEANECK TWP
Benjamin Franklin Middle School
1315 TAFT ROAD
TEANECK, NJ 07666

Length of School Day

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

	School
2015-16	6 Hrs. 44 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 24 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	8:1
Administrator	252:1

Student Suspension Rate

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

	School
2015-16	13.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130
BERGEN
TEANECK TWP
James Russell Lowell Elementary School
1025 LINCOLN PLACE
TEANECK, NJ 07666

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

BERGEN

TEANECK TWP

James Russell Lowell Elementary School

1025 LINCOLN PLACE

TEANECK, NJ 07666

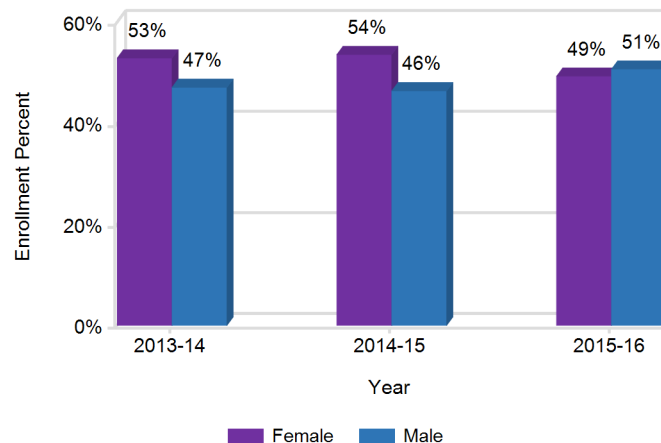
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	19	19	17
Grade 01	65	64	66
Grade 02	72	65	66
Grade 03	60	74	62
Grade 04	86	65	63
UG	12	15	28
Total	314	302	302

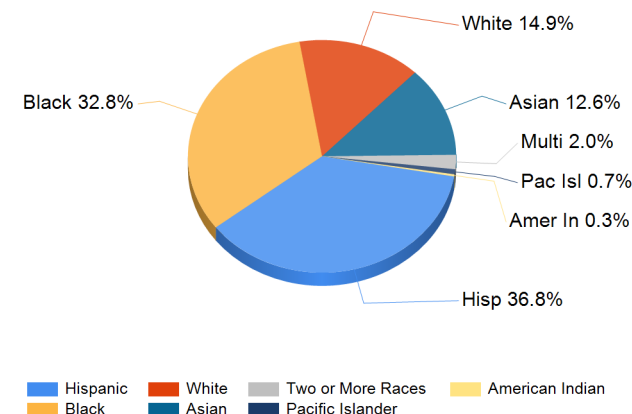
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



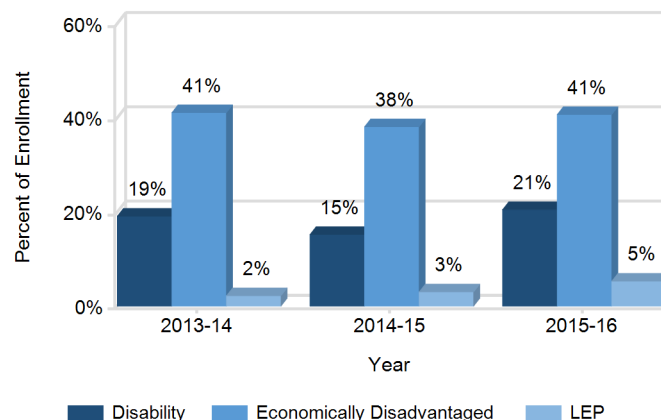
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	83.4%
Spanish	11.6%
Arabic	1.0%
Chinese	0.7%
Malayalam	0.7%
Other	2.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

BERGEN

TEANECK TWP

James Russell Lowell Elementary School

1025 LINCOLN PLACE

TEANECK, NJ 07666

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	20	33
Mathematics Met or Exceeded Expectations	47%	80	49

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	126	44%	33	99%	✓	126	47%	49	99%	✓
White	S	S	S	S		S	S	S	S	
African American	42	33%	45	100%	✓	42	36%	58	100%	✓
Hispanic	46	37%	35	98%	✓	46	44%	68	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	46	46%	68	98%	✓	46	48%	84	98%	✓



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

BERGEN

TEANECK TWP

James Russell Lowell Elementary School
1025 LINCOLN PLACE
TEANECK, NJ 07666

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	752	749	746	3%	13%	33%	48%	3%	51%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	19	748	743	727	5%	21%	21%	53%	N	53%	30%
Hispanic	26	749	747	730	4%	12%	46%	31%	8%	39%	31%
Asian	S	S	774	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	732	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	30	749	744	727	7%	20%	20%	50%	3%	53%	28%
PARCC MATH											
Schoolwide	63	758	751	749	2%	5%	37%	43%	14%	57%	52%
White	S	S	748	757	S	S	S	S	S	S	63%
African American	19	753	743	730	5%	11%	32%	37%	16%	53%	31%
Hispanic	26	754	752	736	N	4%	42%	42%	12%	54%	35%
Asian	S	S	773	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	736	727	S	S	S	S	S	S	28%
English Language Learners	S	S	740	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	30	752	745	732	3%	7%	37%	40%	13%	53%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	748	755	750	3%	15%	43%	27%	12%	39%	54%
White	S	S	760	759	S	S	S	S	S	S	64%
African American	27	738	749	733	N	22%	56%	22%	N	22%	33%
Hispanic	22	742	749	737	9%	9%	50%	23%	9%	32%	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	18	729	726	723	11%	28%	50%	11%	N	11%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	25	747	749	734	N	12%	56%	24%	8%	32%	33%
PARCC MATH											
Schoolwide	67	738	743	745	9%	24%	28%	36%	3%	39%	47%
White	S	S	749	752	S	S	S	S	S	S	57%
African American	27	730	738	727	7%	37%	37%	19%	N	19%	24%
Hispanic	22	735	736	733	9%	27%	32%	32%	N	32%	30%
Asian	S	S	769	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	720	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	25	737	739	730	8%	24%	32%	36%	N	36%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

BERGEN

TEANECK TWP

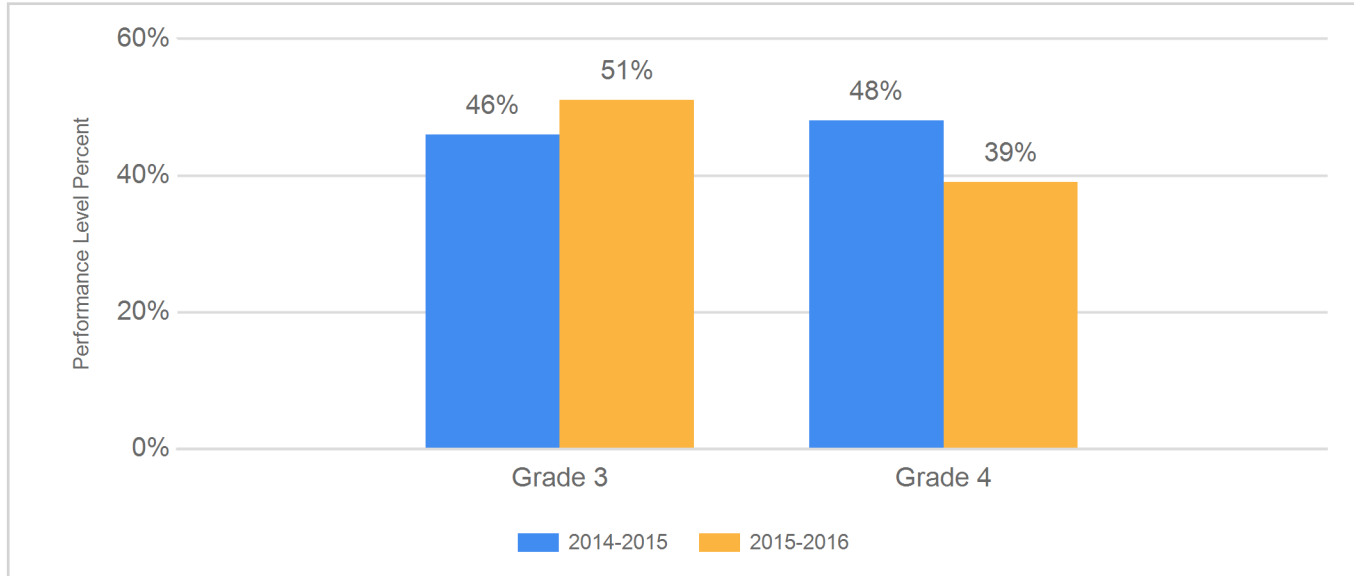
James Russell Lowell Elementary School

1025 LINCOLN PLACE

TEANECK, NJ 07666

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

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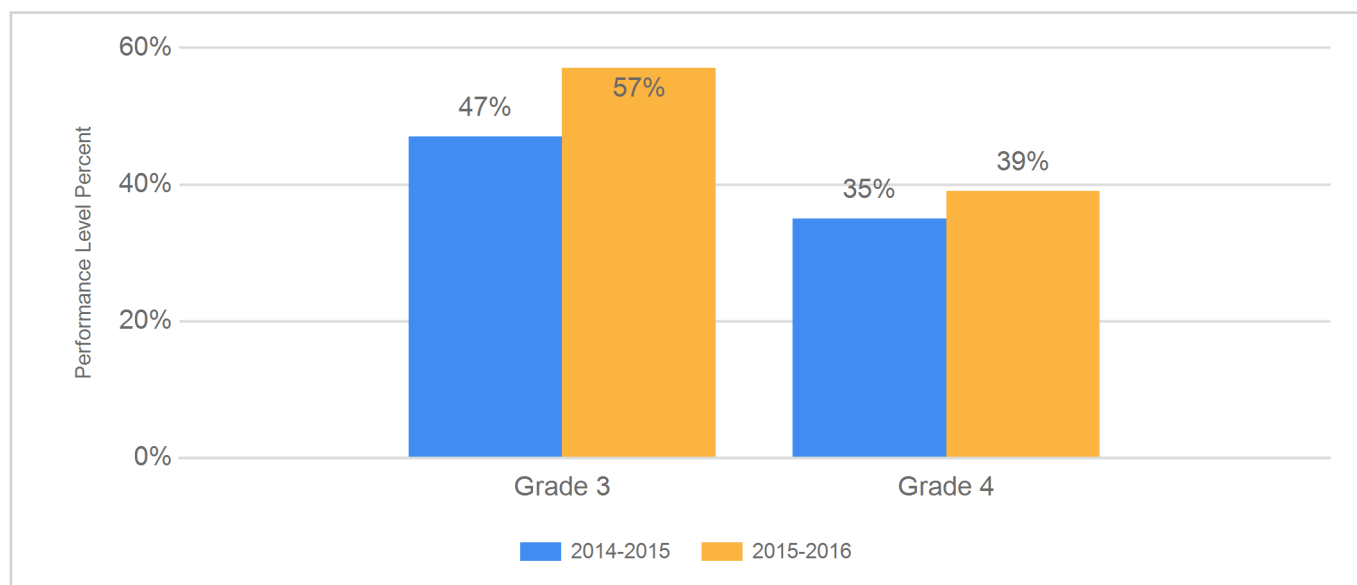
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TEANECK, NJ 07666

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

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James Russell Lowell Elementary School

1025 LINCOLN PLACE

TEANECK, NJ 07666

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

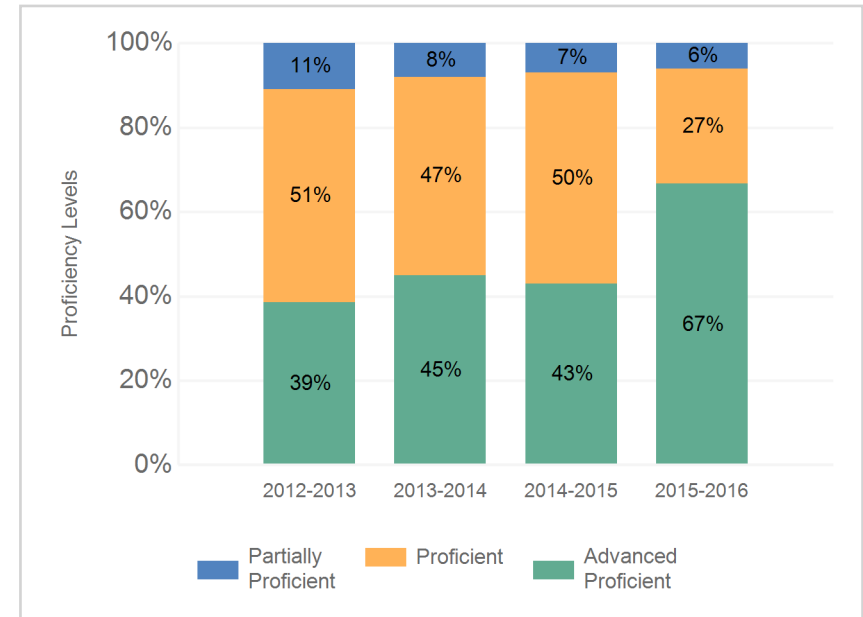
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	27%	6%
White	S	S	S
African American	60%	33%	7%
Hispanic	57%	33%	10%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	47%	41%	12%
English Language Learners	N	N	N
Economically Disadvantaged Students	62%	24%	14%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

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James Russell Lowell Elementary School

1025 LINCOLN PLACE

TEANECK, NJ 07666

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

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TEANECK TWP

James Russell Lowell Elementary School

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TEANECK, NJ 07666

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	30	53	50
Student Growth on Math	26	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	11%	3%	0%
Approached (L3)	25%	11%	6%
Met (L4)	13%	8%	8%
Exceeded (L5)	3%	5%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	20%	2%	2%
Approached (L3)	14%	11%	3%
Met (L4)	17%	14%	6%
Exceeded (L5)	0%	0%	3%



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

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TEANECK TWP

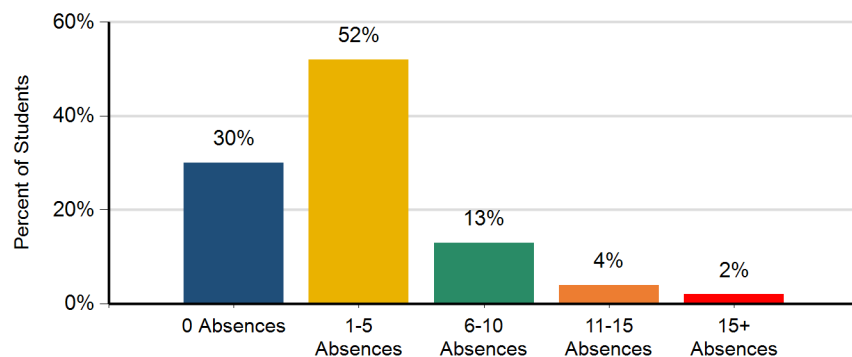
James Russell Lowell Elementary School

1025 LINCOLN PLACE

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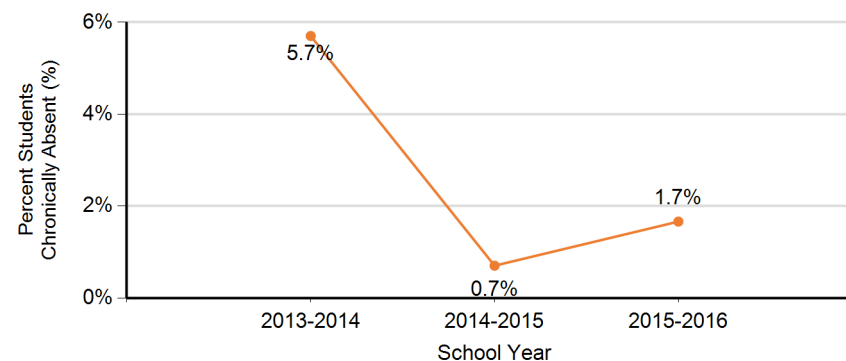
Absenteeism

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State of New Jersey
2015-2016

Grade Span KF-04

03-5150-130

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TEANECK TWP

James Russell Lowell Elementary School

1025 LINCOLN PLACE

TEANECK, NJ 07666

Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	302:1

Student Suspension Rate

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

	School
2015-16	2.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

BERGEN

TEANECK TWP

John Greenleaf Whittier Elementary School

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

2015-2016 School Performance Reports

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If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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TEANECK TWP

John Greenleaf Whittier Elementary School

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

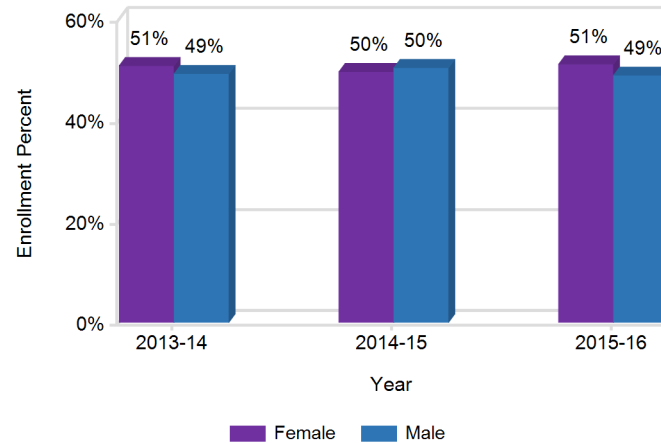
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	21	17	18
Grade 01	83	66	72
Grade 02	81	83	69
Grade 03	88	82	85
Grade 04	71	90	80
UG	32	33	48
Total	376	371	372

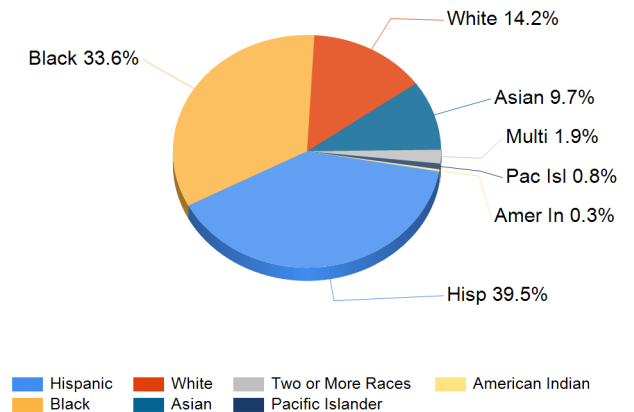
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



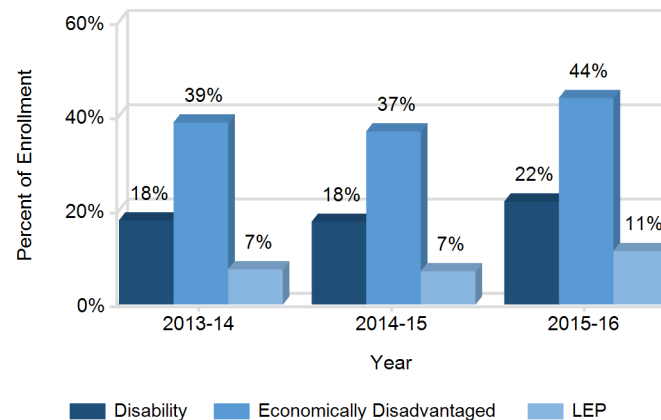
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This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	83.3%
Spanish	10.8%
Urdu	2.2%
Arabic	0.8%
Japanese	0.5%
Other	2.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

BERGEN

TEANECK TWP

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Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	40	41
Mathematics Met or Exceeded Expectations	45%	40	40

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	155	48%	41	95%	✓	155	45%	40	95%	✓
White	S	S	S	S		S	S	S	S	
African American	66	45%	60	93%	✓	66	38%	65	93%	✓
Hispanic	51	45%	60	95%	✓	51	51%	72	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	36	8%	18	95%	✓	36	14%	43	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	54	46%	72	91%	X	54	45%	75	91%	X



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	743	749	746	14%	17%	26%	37%	6%	43%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	41	739	743	727	12%	27%	27%	29%	5%	34%	30%
Hispanic	29	744	747	730	14%	14%	24%	45%	3%	48%	31%
Asian	S	S	774	772	S	S	S	S	S	S	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	S	S	749	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	732	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	36	745	744	727	11%	11%	31%	44%	3%	47%	28%
PARCC MATH											
Schoolwide	88	744	751	749	11%	19%	25%	31%	14%	44%	52%
White	S	S	748	757	S	S	S	S	S	S	63%
African American	41	738	743	730	10%	29%	24%	29%	7%	37%	31%
Hispanic	29	750	752	736	10%	10%	21%	41%	17%	59%	35%
Asian	S	S	773	777	S	S	S	S	S	S	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	S	S	761	754	S	S	S	S	S	S	57%
Students with Disability	21	726	736	727	29%	29%	19%	14%	10%	24%	28%
English Language Learners	S	S	740	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	36	743	745	732	11%	17%	25%	33%	14%	47%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	757	755	750	5%	14%	25%	32%	24%	56%	54%
White	12	764	760	759	N	8%	33%	25%	33%	58%	64%
African American	28	754	749	733	4%	25%	14%	36%	21%	57%	33%
Hispanic	31	750	749	737	10%	10%	32%	32%	16%	48%	37%
Asian	S	S	780	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	759	756	S	S	S	S	S	S	62%
Students with Disability	S	S	726	723	S	S	S	S	S	S	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	35	747	749	734	9%	20%	26%	29%	17%	46%	33%
PARCC MATH											
Schoolwide	84	743	743	745	5%	26%	29%	37%	4%	41%	47%
White	12	751	749	752	N	33%	17%	42%	8%	50%	57%
African American	28	740	738	727	4%	32%	29%	36%	N	36%	24%
Hispanic	31	737	736	733	10%	23%	32%	36%	N	36%	30%
Asian	S	S	769	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	742	750	S	S	S	S	S	S	54%
Students with Disability	S	S	720	724	S	S	S	S	S	S	22%
English Language Learners	S	S	692	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	35	736	739	730	9%	34%	26%	29%	3%	31%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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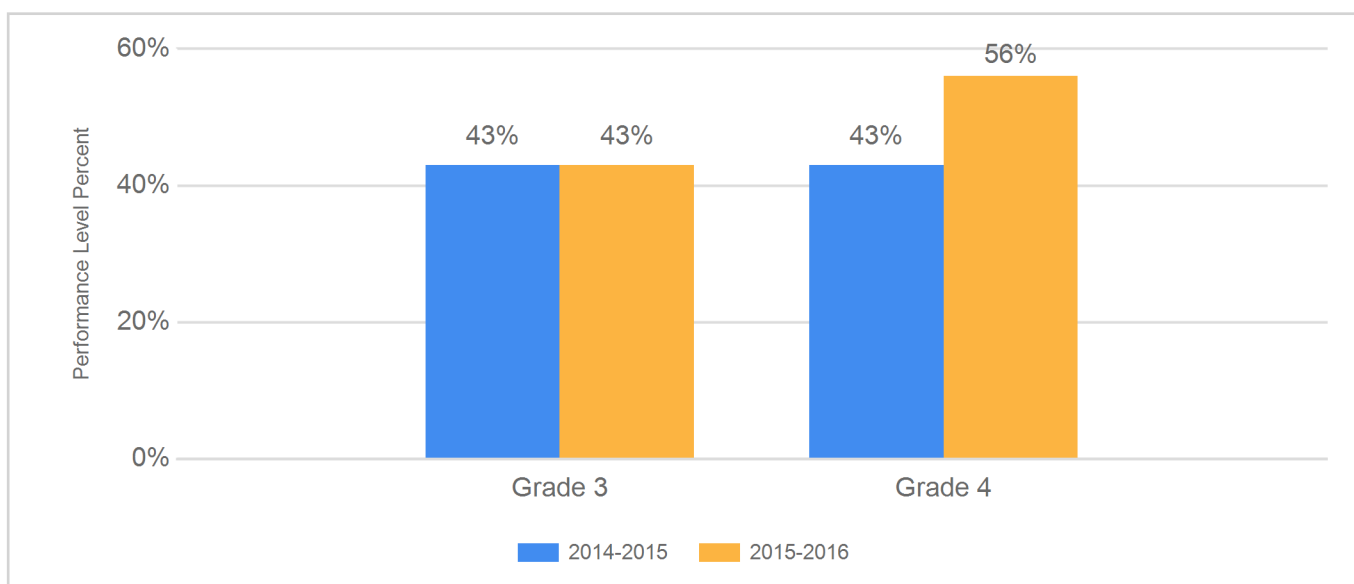
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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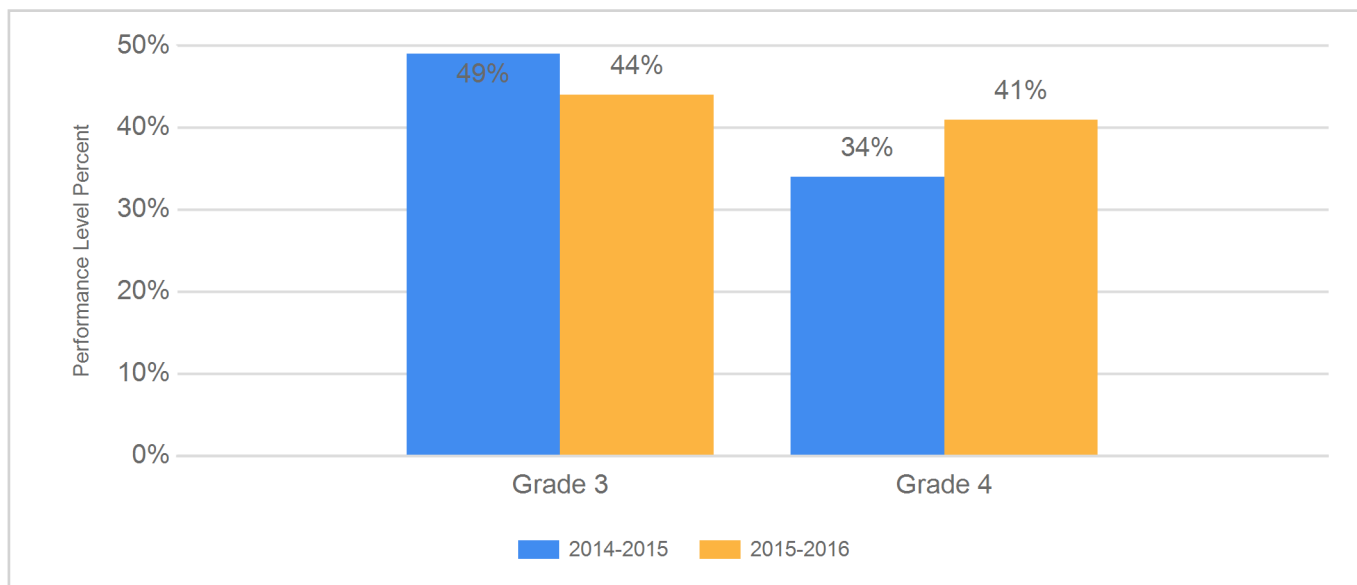
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

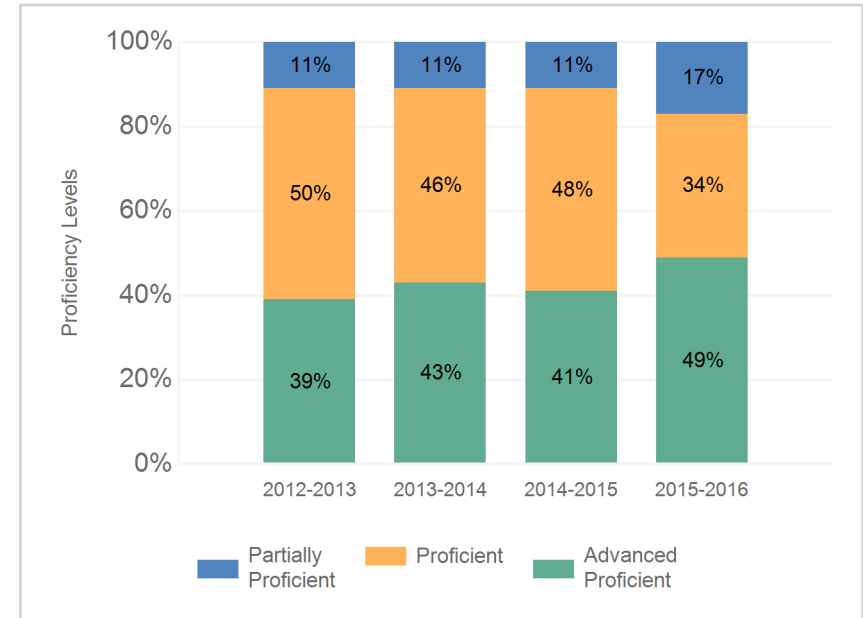
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	49%	34%	17%
White	77%	15%	8%
African American	42%	39%	18%
Hispanic	36%	39%	26%
American Indian	N	N	N
Asian	73%	27%	N
Two or More Races	N	N	N
Students with Disability	25%	31%	44%
English Language Learners	N	N	N
Economically Disadvantaged Students	36%	33%	31%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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491 W ENGLEWOOD AVENUE

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	66	53	50
Student Growth on Math	34	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	5%	4%	4%
Approached (L3)	5%	15%	8%
Met (L4)	1%	7%	21%
Exceeded (L5)	0%	8%	17%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	0%
Partially Met (L2)	20%	4%	3%
Approached (L3)	11%	7%	8%
Met (L4)	17%	9%	13%
Exceeded (L5)	0%	0%	4%



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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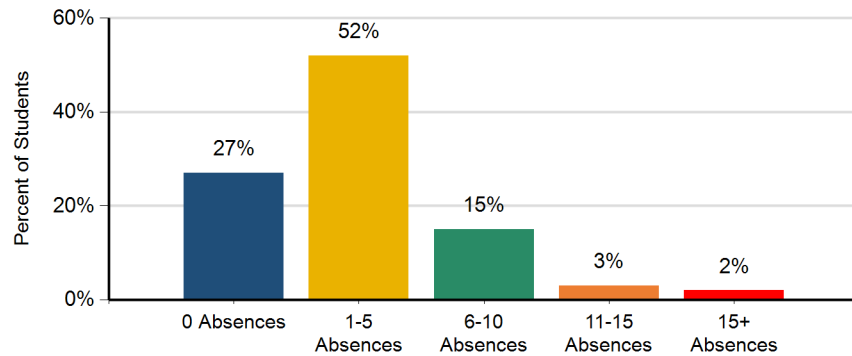
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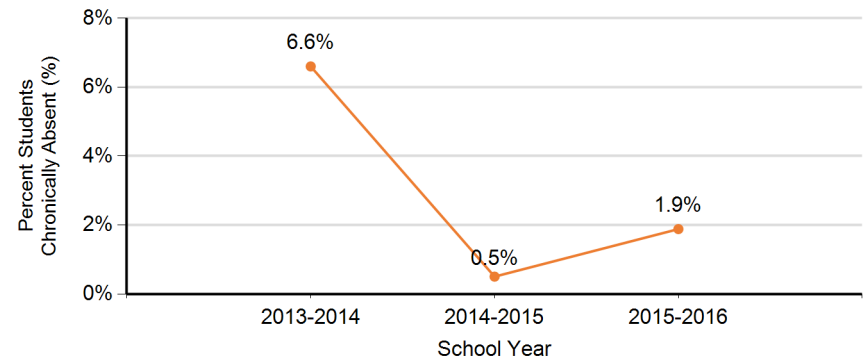
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-150

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John Greenleaf Whittier Elementary School

491 W ENGLEWOOD AVENUE

TEANECK, NJ 07666

Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	372:1

Student Suspension Rate

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

	School
2015-16	1.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span KF-04

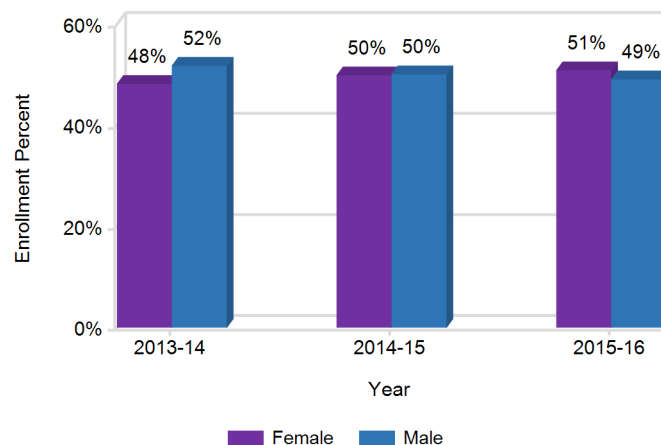
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	18	19	18
Grade 01	68	55	81
Grade 02	89	77	61
Grade 03	89	83	69
Grade 04	70	92	77
UG	35	25	28
Total	369	351	334

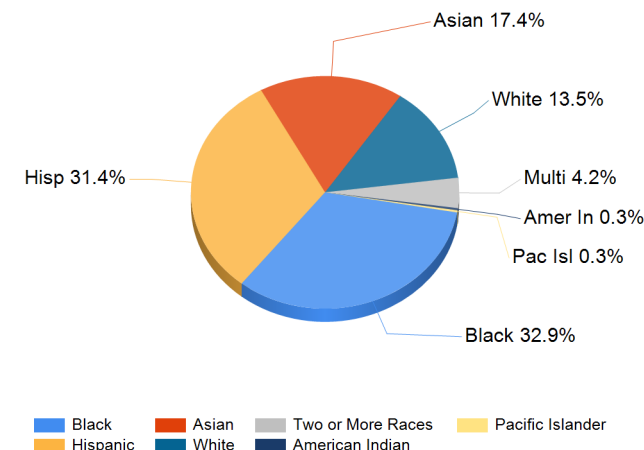
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



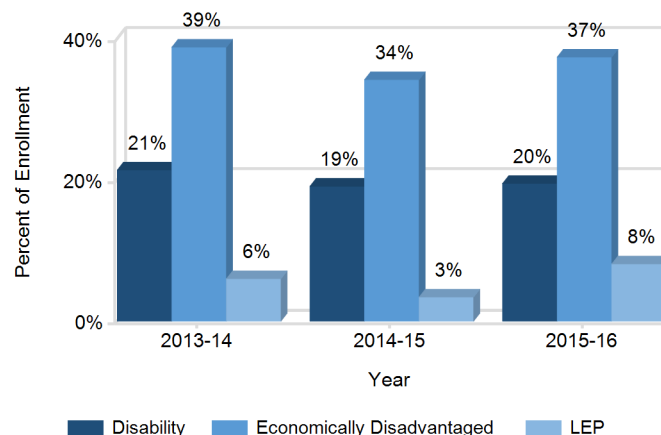
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.4%
Spanish	6.9%
Urdu	3.3%
Arabic	2.1%
Bengali	0.9%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	100	65
Mathematics Met or Exceeded Expectations	56%	100	57

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	140	65%	65	98%	✓	140	56%	57	98%	✓
White	S	S	S	S		S	S	S	S	
African American	49	51%	73	100%	✓	49	45%	73	100%	✓
Hispanic	49	61%	77	100%	✓	49	53%	69	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	40	43%	85	98%	✓	40	38%	85	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	44	55%	80	98%	✓	44	43%	75	98%	✓



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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Nathaniel Hawthorne Elementary School

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	755	749	746	7%	15%	24%	43%	12%	55%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	21	746	743	727	5%	24%	29%	38%	5%	43%	30%
Hispanic	32	749	747	730	9%	13%	28%	41%	9%	50%	31%
Asian	16	775	774	772	6%	6%	6%	56%	25%	81%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	749	753	S	S	S	S	S	S	55%
Students with Disability	19	744	730	718	N	26%	32%	37%	5%	42%	22%
English Language Learners	S	S	732	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	35	738	744	727	9%	20%	31%	40%	N	40%	28%
PARCC MATH											
Schoolwide	78	754	751	749	4%	15%	24%	40%	17%	56%	52%
White	S	S	748	757	S	S	S	S	S	S	63%
African American	21	743	743	730	10%	14%	33%	33%	10%	43%	31%
Hispanic	33	752	752	736	3%	21%	24%	39%	12%	52%	35%
Asian	16	770	773	777	N	13%	6%	50%	31%	81%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	761	754	S	S	S	S	S	S	57%
Students with Disability	20	743	736	727	10%	15%	30%	35%	10%	45%	28%
English Language Learners	S	S	740	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	36	741	745	732	8%	17%	33%	39%	3%	42%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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Nathaniel Hawthorne Elementary School

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TEANECK, NJ 07666

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	757	755	750	2%	20%	8%	55%	15%	70%	54%
White	15	754	760	759	N	20%	N	73%	7%	80%	64%
African American	30	753	749	733	3%	30%	10%	43%	13%	57%	33%
Hispanic	26	753	749	737	4%	19%	8%	54%	15%	69%	37%
Asian	S	S	780	773	S	S	S	S	S	S	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	S	S	759	756	S	S	S	S	S	S	62%
Students with Disability	20	733	726	723	10%	35%	20%	35%	N	35%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	21	753	749	734	5%	24%	5%	52%	14%	67%	33%
PARCC MATH											
Schoolwide	87	747	743	745	9%	15%	28%	39%	9%	48%	47%
White	15	753	749	752	7%	7%	20%	60%	7%	67%	57%
African American	30	742	738	727	7%	20%	30%	37%	7%	43%	24%
Hispanic	26	737	736	733	15%	19%	31%	31%	4%	35%	30%
Asian	11	773	769	771	9%	9%	18%	27%	36%	64%	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	S	S	742	750	S	S	S	S	S	S	54%
Students with Disability	20	726	720	724	30%	15%	25%	30%	N	30%	22%
English Language Learners	S	S	692	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	22	744	739	730	9%	14%	41%	27%	9%	36%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-04

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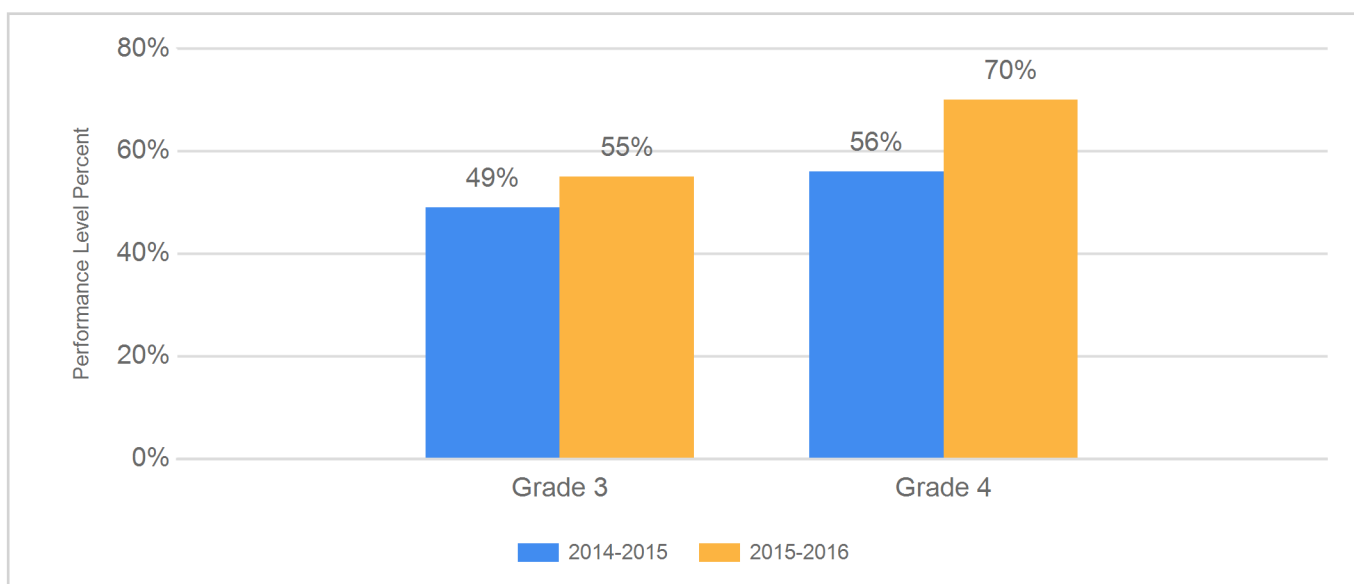
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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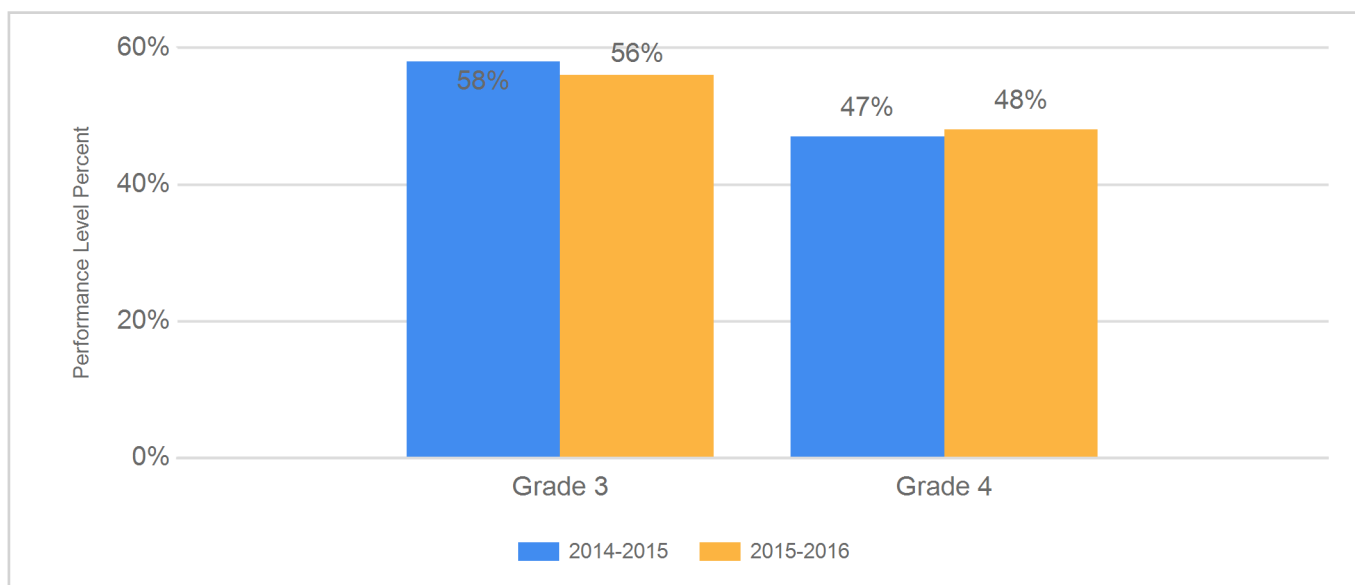
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

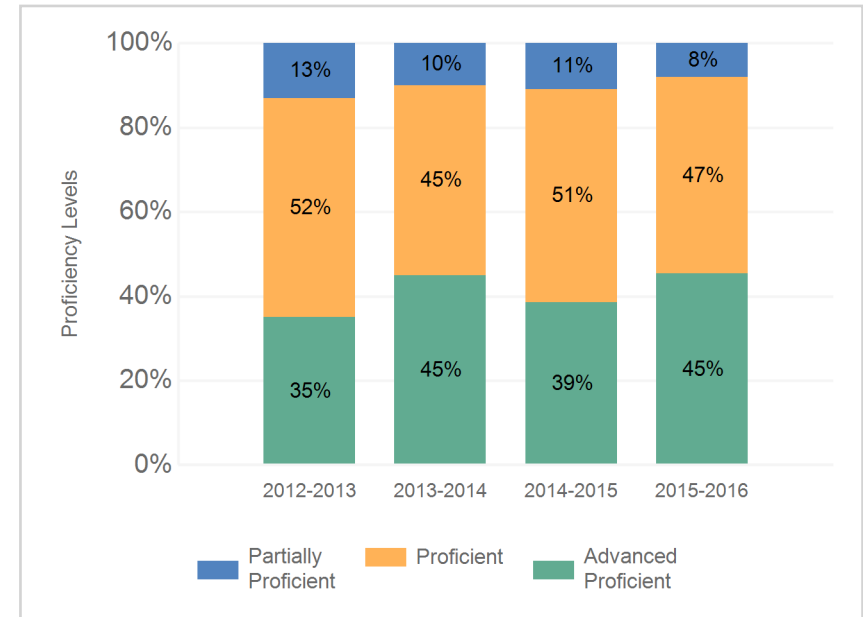
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	45%	47%	8%
White	50%	44%	6%
African American	47%	47%	6%
Hispanic	33%	54%	13%
American Indian	N	N	N
Asian	58%	33%	8%
Two or More Races	N	N	N
Students with Disability	16%	63%	21%
English Language Learners	N	N	N
Economically Disadvantaged Students	27%	68%	5%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	60	53	50
Student Growth on Math	45	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	0%
Partially Met (L2)	13%	5%	0%
Approached (L3)	3%	1%	4%
Met (L4)	6%	26%	24%
Exceeded (L5)	0%	5%	11%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	0%	0%
Partially Met (L2)	9%	1%	1%
Approached (L3)	10%	11%	7%
Met (L4)	7%	20%	14%
Exceeded (L5)	1%	1%	7%



State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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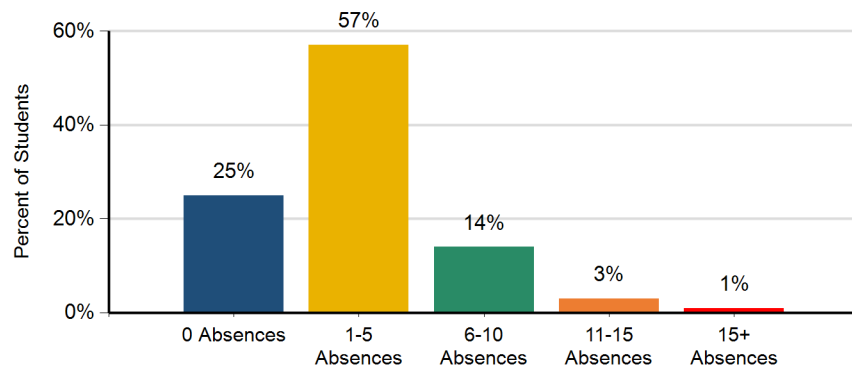
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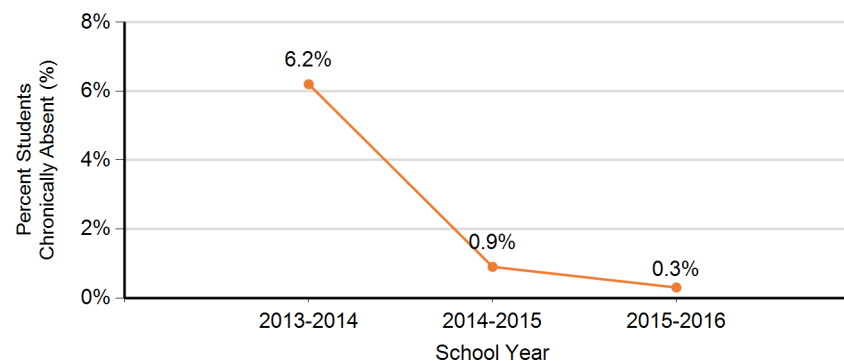
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KF-04

03-5150-110

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Nathaniel Hawthorne Elementary School

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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	334:1

Student Suspension Rate

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

	School
2015-16	2.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

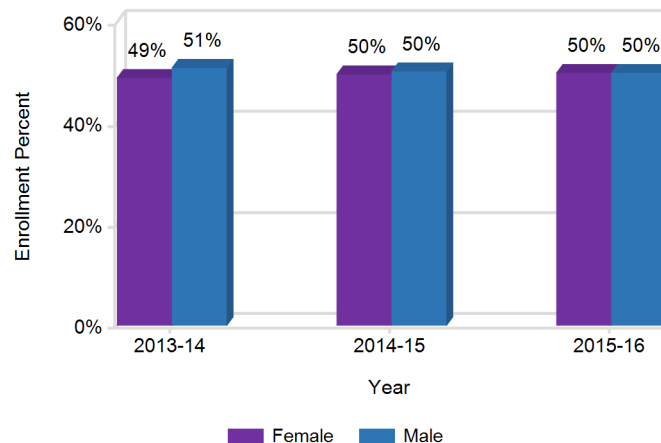
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	308	308	302
Grade 10	331	326	325
Grade 11	294	339	314
Grade 12	342	305	319
UG	4	17	16
Total	1279	1295	1276

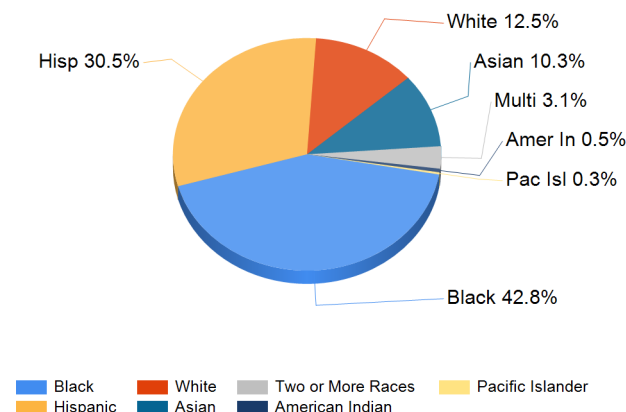
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



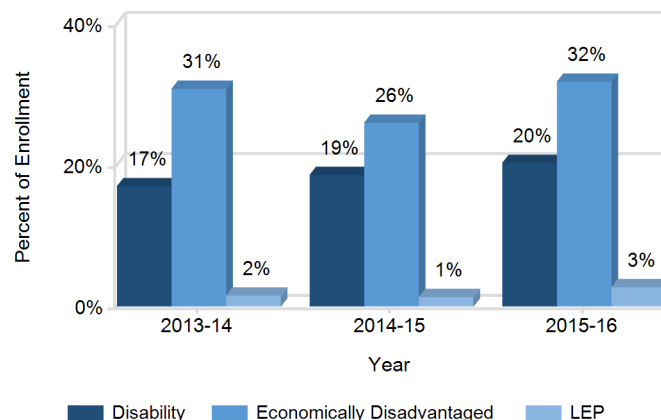
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.8%
Spanish	8.5%
Urdu	1.6%
Tagalog	1.1%
Arabic	0.9%
Other	3.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	45%	S	45
Mathematics Met or Exceeded Expectations	27%	S	50

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	524	45%	45	93%	X	526	27%	50	94%	X
White	59	56%	48	87%	X	59	36%	63	89%	X
African American	220	33%	58	93%	X	221	17%	61	94%	X
Hispanic	163	47%	66	93%	X	164	26%	62	93%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	58	69%	41	99%	✓	58	57%	49	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	121	14%	62	88%	X	121	8%	67	89%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	170	35%	57	93%	X	171	22%	63	93%	X



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	284	748	748	746	13%	13%	22%	38%	15%	53%	49%
White	37	753	753	754	16%	11%	14%	38%	22%	60%	58%
African American	107	736	736	729	16%	18%	24%	37%	5%	42%	30%
Hispanic	89	747	747	730	10%	11%	32%	33%	15%	47%	34%
Asian	40	771	771	774	5%	8%	8%	45%	35%	80%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	48	709	709	713	42%	23%	21%	15%	N	15%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	98	734	734	729	20%	18%	20%	33%	8%	41%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050
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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	324	731	731	740	31%	16%	16%	27%	11%	37%	44%
White	37	751	751	747	14%	14%	22%	32%	19%	51%	50%
African American	142	718	718	722	39%	18%	16%	21%	6%	27%	28%
Hispanic	105	734	734	726	29%	13%	16%	31%	11%	42%	33%
Asian	25	747	747	767	24%	16%	8%	32%	20%	52%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	77	700	700	702	57%	17%	12%	12%	3%	14%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	98	722	722	723	39%	17%	15%	18%	10%	29%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	728	728	736	28%	17%	22%	28%	5%	33%	40%
White	25	725	725	739	36%	12%	20%	24%	8%	32%	42%
African American	121	725	725	728	31%	17%	22%	26%	4%	31%	30%
Hispanic	76	729	729	732	24%	21%	24%	28%	4%	32%	37%
Asian	28	739	739	753	21%	14%	21%	36%	7%	43%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	47	701	701	710	60%	15%	15%	11%	N	11%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	73	721	721	730	33%	21%	22%	22%	3%	25%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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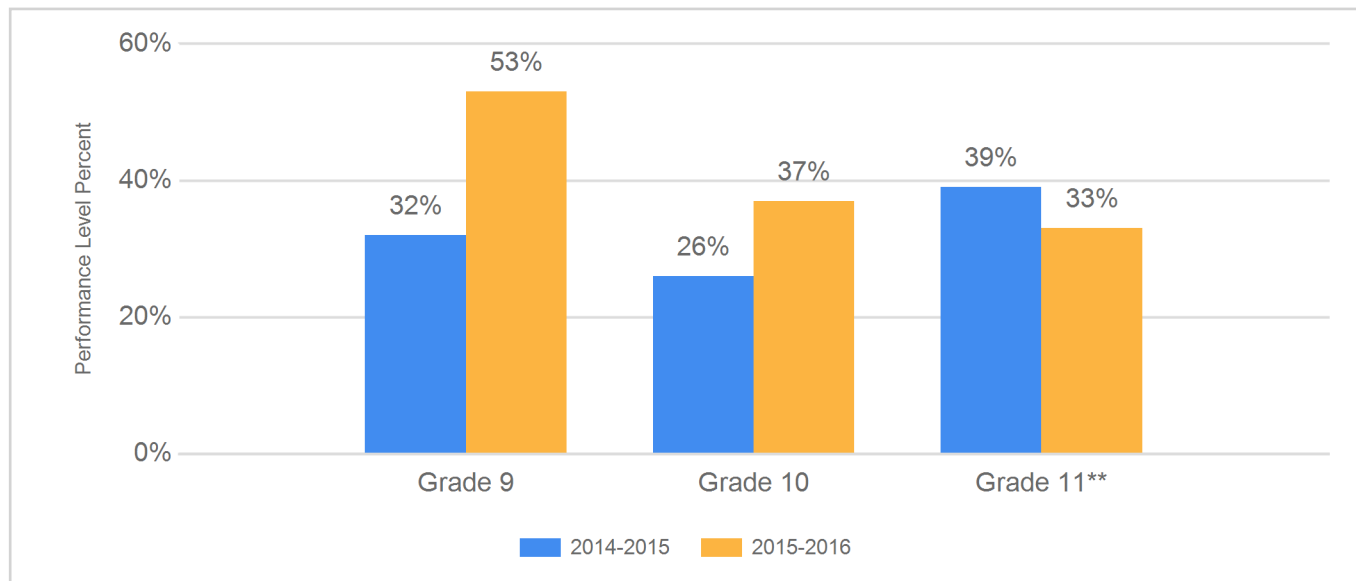
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	271	732	732	727	17%	19%	32%	32%	N	32%	41%
White	29	732	732	734	14%	31%	21%	35%	N	35%	51%
African American	112	725	725	717	21%	21%	35%	23%	N	23%	20%
Hispanic	92	733	733	720	16%	17%	38%	28%	N	28%	25%
Asian	28	749	749	746	7%	14%	14%	64%	N	64%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	59	711	711	708	34%	31%	24%	12%	N	12%	10%
English Language Learners	12	720	720	707	42%	N	33%	25%	N	25%	9%
Economically Disadvantaged Students	105	725	725	719	21%	24%	31%	25%	N	25%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050
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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	299	724	724	730	14%	36%	34%	15%	0%	15%	27%
White	39	736	736	736	5%	23%	44%	26%	3%	28%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	94	725	725	720	14%	35%	36%	15%	N	15%	13%
Asian	24	747	747	750	N	21%	38%	42%	N	42%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	711	711	722	40%	27%	17%	17%	N	17%	27%
White	22	717	717	728	46%	5%	9%	41%	N	41%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	78	711	711	707	37%	35%	17%	12%	N	12%	12%
Asian	28	737	737	754	21%	18%	21%	39%	N	39%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	67	705	705	705	51%	22%	13%	13%	N	13%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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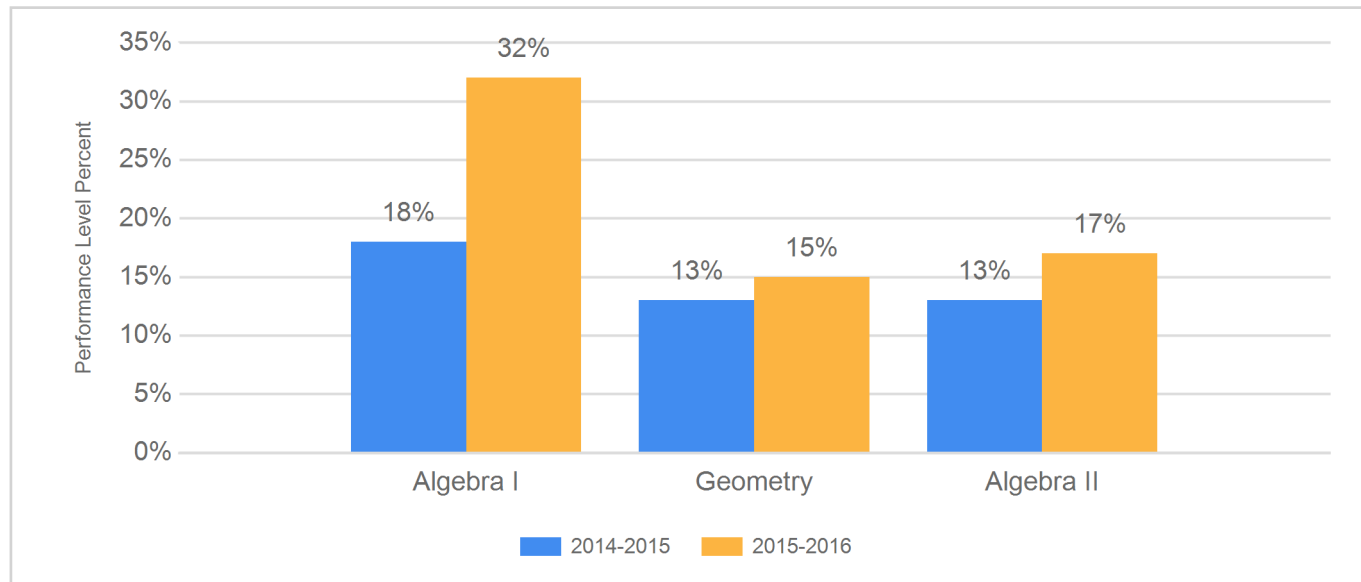
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

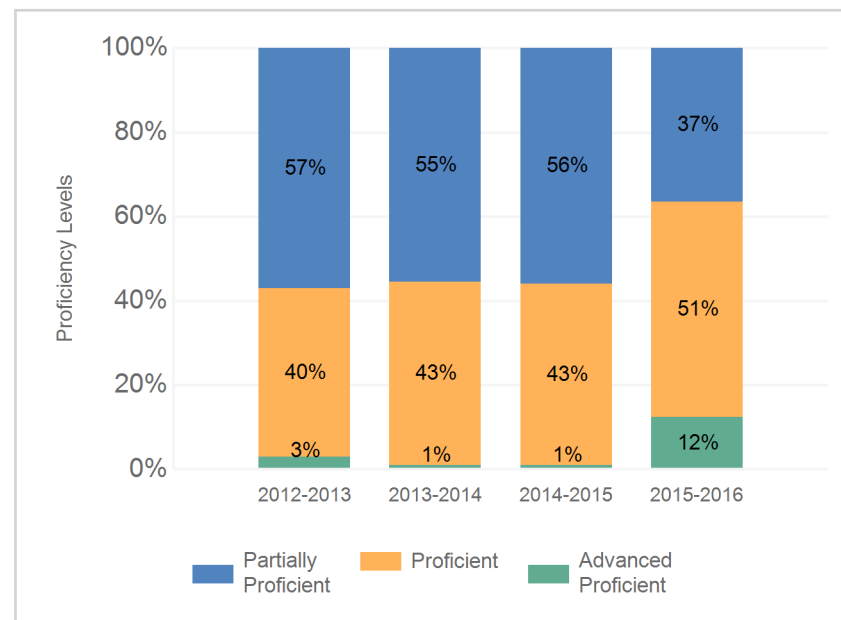
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	51%	37%
White	19%	51%	30%
African American	6%	47%	46%
Hispanic	10%	57%	33%
American Indian	N	N	N
Asian	29%	55%	16%
Two or More Races	S	S	S
Students with Disability	2%	28%	70%
English Language Learners	S	S	S
Economically Disadvantaged Students	17%	44%	39%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	59.2%	58.0%
Percent of Students Participating in ACT	21.9%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	919	950
SAT	-	-
Reading and Writing	521	537
Math	516	538
ACT	-	-
Reading	23	23
English	21	22
Math	22	23
Science	22	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	65%	71%
Math	530	44%	53%
ACT	-	-	-
Reading	22	60%	58%
English	18	69%	74%
Math	22	54%	61%
Science	23	39%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1020	900	800
SAT	-	-	-
Reading and Writing	590	510	450
Math	570	510	450
ACT	-	-	-
Reading	28	23	19
English	25	21	17
Math	26	23	18
Science	25	22	18

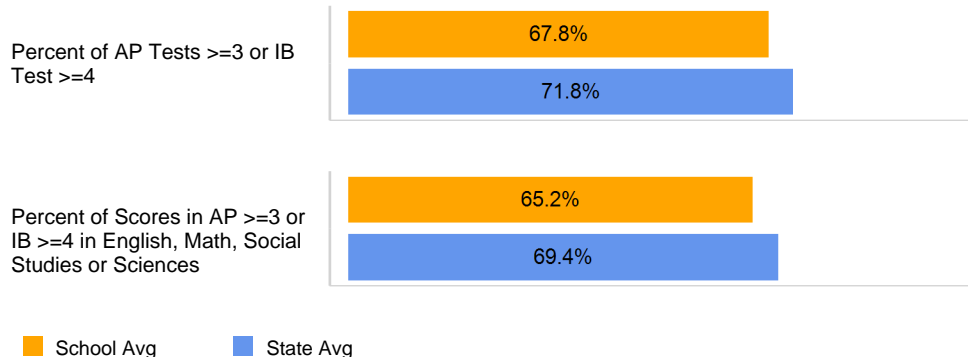


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	36.3%	39.1%
One of More Test	23.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	14.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	77	31
AP Calculus AB	26	18
AP Calculus BC	7	8
AP Chemistry	10	5
AP Computer Science A	19	16
AP English Language and Composition	53	27
AP English Literature and Composition	74	15
AP Environmental Science	20	11
AP French Language	0	1
AP Human Geography	0	15
AP Music Theory	8	6
AP Physics 1	0	1
AP Physics C	15	0
AP Physics C: Mechanics	0	7
AP Psychology	88	45
AP Spanish Language	0	11
AP Statistics	53	44
AP Studio Art—General Portfolio	0	5
AP U.S. Government and Politics	16	13
AP U.S. History	8	4
IB Language B—Spanish	21	0
Student AP Tests ≥ 3 and IB Tests ≥ 4		99



State of New Jersey
2015-2016

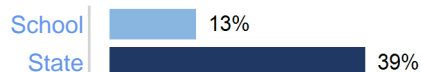
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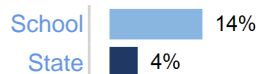
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

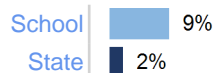
MUSIC



DRAMA



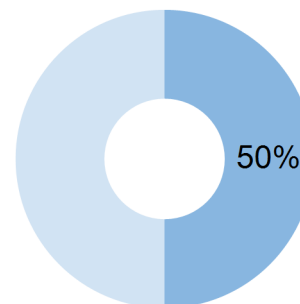
DANCE



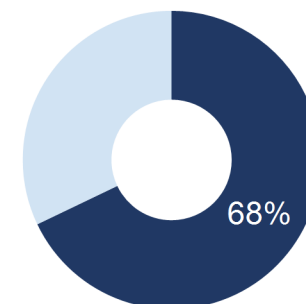
VISUAL ARTS



Any Visual and Performing Arts



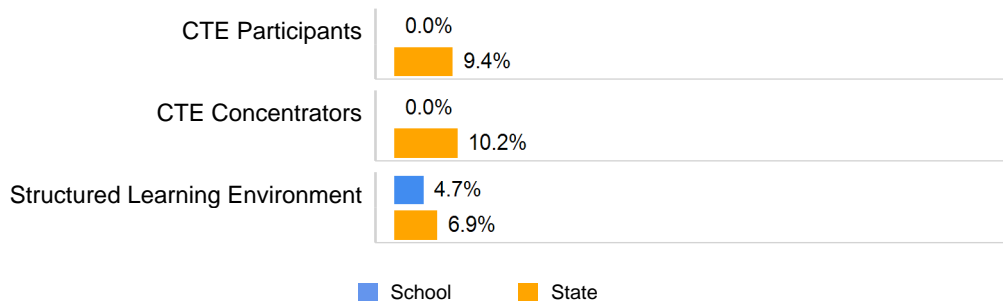
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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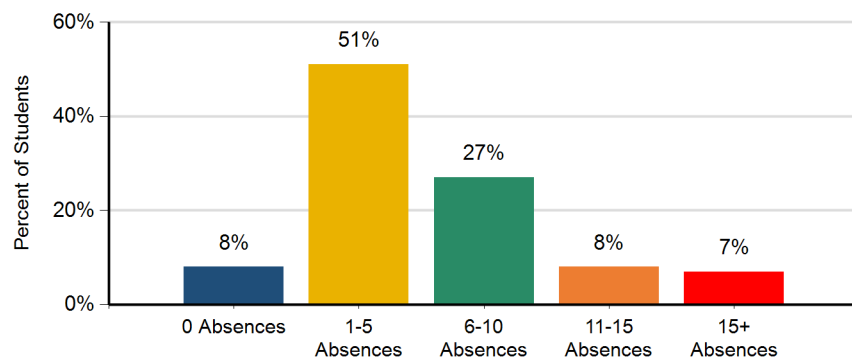
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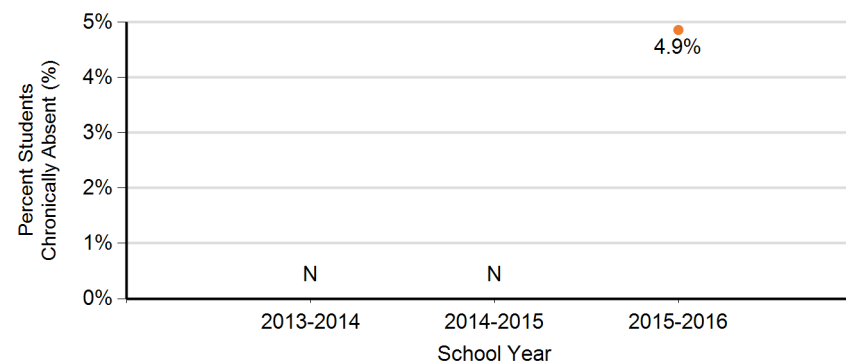
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050
BERGEN
TEANECK TWP
Teaneck High School
100 ELIZABETH AVE
TEANECK, NJ 07666-4713

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.4%	48	81%
White	91.5%	28	
African American	93%	61	
Hispanic	88.7%	48	
American Indian	S	S	
Asian	100%	100	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	84.9%	58	
English Language Learners	S	S	
Economically Disadvantaged Students	91.2%	69	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.7%	1.2%
White	1.3%	0.6%
African American	0.9%	2.6%
Hispanic	0.3%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	2.6%	1.0%
Students with Disability	0.8%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.2%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050

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TEANECK TWP

Teaneck High School

100 ELIZABETH AVE

TEANECK, NJ 07666-4713

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	92%	94%
2014	91%	92%
2015	90%	92%
2016	92%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.6%	36.6%	63.4%
White	82.4%	14.3%	85.7%
African American	82.3%	38.3%	61.7%
Hispanic	83.5%	43.7%	56.3%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	77.8%	75.0%	25.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	80.5%	51.6%	48.4%



State of New Jersey
2015-2016

Grade Span 09-12

03-5150-050
BERGEN
TEANECK TWP
Teaneck High School
100 ELIZABETH AVE
TEANECK, NJ 07666-4713

Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	136:1

Student Suspension Rate

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

	School
2015-16	11.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070
BERGEN
TEANECK TWP
Thomas Jefferson Middle School
655 TEANECK RD
TEANECK, NJ 07666-4249

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070
BERGEN
TEANECK TWP
Thomas Jefferson Middle School
655 TEANECK RD
TEANECK, NJ 07666-4249

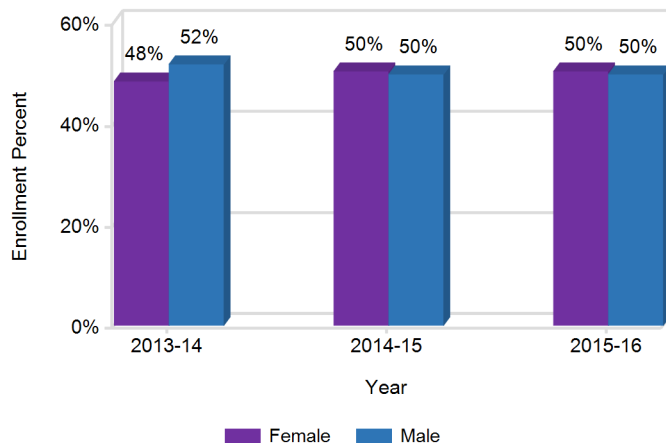
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 05	133	124	133
Grade 06	125	131	129
Grade 07	141	132	121
Grade 08	154	149	131
UG	31	31	27
Total	584	567	541

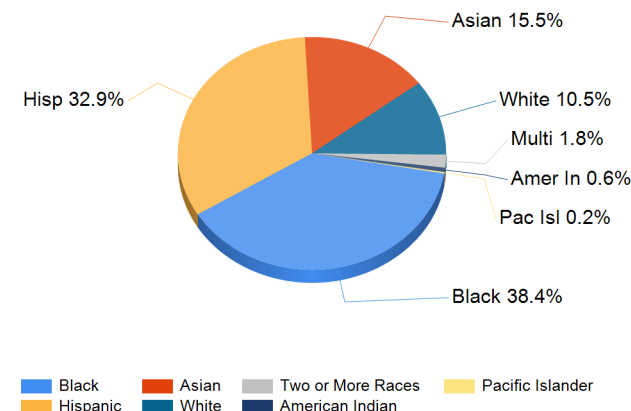
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



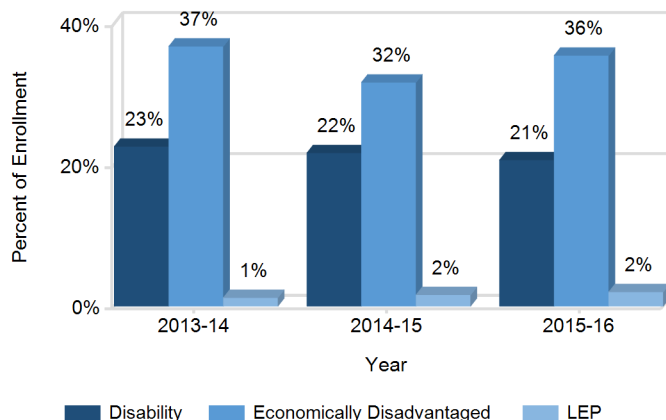
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.8%
Spanish	7.9%
Urdu	1.8%
Tagalog	0.9%
Chinese	0.7%
Other	3.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

BERGEN

TEANECK TWP

Thomas Jefferson Middle School

655 TEANECK RD

TEANECK, NJ 07666-4249

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	61%	80	56
Mathematics Met or Exceeded Expectations	46%	60	42

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	460	61%	56	96%	✓	458	46%	42	96%	✓
White	47	77%	81	92%	✓	46	65%	67	92%	✓
African American	184	56%	74	97%	✓	183	35%	62	96%	✓
Hispanic	148	55%	66	97%	✓	148	45%	63	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	73	71%	38	99%	✓	73	62%	27	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	97	20%	53	96%	✓	96	20%	50	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	146	47%	69	95%	✓	145	32%	51	95%	✓



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

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Thomas Jefferson Middle School

655 TEANECK RD

TEANECK, NJ 07666-4249

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	135	750	747	751	3%	13%	32%	48%	4%	52%	53%
White	18	763	762	758	N	6%	11%	83%	N	83%	64%
African American	50	748	742	733	4%	14%	34%	46%	2%	48%	32%
Hispanic	44	743	743	738	5%	14%	41%	39%	2%	41%	37%
Asian	21	755	761	773	N	14%	29%	43%	14%	57%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	763	759	S	S	S	S	S	S	63%
Students with Disability	25	731	725	723	12%	28%	32%	28%	N	28%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	49	745	742	735	N	14%	45%	41%	N	41%	33%
PARCC MATH											
Schoolwide	135	748	744	747	2%	21%	29%	39%	9%	48%	47%
White	18	761	761	753	N	11%	17%	56%	17%	72%	57%
African American	49	743	735	728	2%	27%	37%	27%	8%	35%	24%
Hispanic	44	743	741	735	5%	18%	32%	41%	5%	46%	31%
Asian	22	759	761	774	N	18%	18%	50%	14%	64%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	751	754	S	S	S	S	S	S	56%
Students with Disability	25	733	727	725	8%	36%	24%	32%	N	32%	19%
English Language Learners	S	S	747	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	49	740	737	732	N	25%	41%	31%	4%	35%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	755	753	750	6%	10%	19%	49%	15%	65%	52%
White	13	765	765	756	N	8%	8%	69%	15%	85%	61%
African American	46	754	750	732	9%	11%	15%	52%	13%	65%	31%
Hispanic	45	747	746	738	9%	11%	27%	42%	11%	53%	37%
Asian	22	768	762	772	N	9%	18%	46%	27%	73%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	796	755	S	S	S	S	S	S	60%
Students with Disability	30	726	722	719	20%	30%	27%	20%	3%	23%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	46	751	746	735	4%	15%	28%	41%	11%	52%	33%
PARCC MATH											
Schoolwide	131	747	743	743	5%	19%	30%	36%	11%	47%	43%
White	13	760	758	750	8%	N	31%	39%	23%	62%	53%
African American	46	741	737	724	4%	30%	26%	33%	7%	39%	20%
Hispanic	45	744	739	730	4%	18%	36%	36%	7%	42%	26%
Asian	23	761	757	768	4%	9%	22%	44%	22%	65%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	763	748	S	S	S	S	S	S	49%
Students with Disability	30	725	718	717	17%	43%	20%	17%	3%	20%	13%
English Language Learners	S	S	725	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	47	743	736	728	4%	28%	32%	23%	13%	36%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	128	752	751	753	7%	9%	28%	38%	17%	56%	56%
White	S	S	766	760	S	S	S	S	S	S	65%
African American	56	744	745	733	9%	9%	36%	36%	11%	46%	35%
Hispanic	39	749	749	739	8%	10%	33%	41%	8%	49%	41%
Asian	19	779	775	781	N	N	5%	53%	42%	95%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	735	759	S	S	S	S	S	S	63%
Students with Disability	S	S	717	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	37	739	740	735	8%	14%	46%	24%	8%	32%	37%
PARCC MATH											
Schoolwide	127	737	738	740	12%	19%	32%	33%	4%	37%	39%
White	S	S	756	747	S	S	S	S	S	S	47%
African American	56	728	729	724	16%	27%	27%	29%	2%	30%	19%
Hispanic	39	735	736	729	10%	18%	44%	28%	N	28%	23%
Asian	19	763	761	763	N	5%	26%	63%	5%	68%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	720	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	37	724	727	727	19%	27%	35%	19%	N	19%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	133	754	752	753	6%	11%	22%	54%	7%	61%	55%
White	11	774	771	759	N	9%	18%	55%	18%	73%	63%
African American	52	750	746	732	8%	14%	19%	56%	4%	60%	34%
Hispanic	47	751	751	740	6%	6%	30%	53%	4%	57%	43%
Asian	18	758	760	780	6%	22%	17%	39%	17%	56%	82%
American Indian	S	S	724	753	S	S	S	S	S	S	52%
Two or More Races	S	S	770	756	S	S	S	S	S	S	59%
Students with Disability	24	720	717	715	25%	29%	29%	17%	N	17%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	43	742	743	736	16%	14%	19%	47%	5%	51%	38%
**PARCC MATH											
Schoolwide	106	729	731	726	16%	20%	36%	27%	1%	28%	26%
White	S	S	744	732	S	S	S	S	S	S	32%
African American	43	726	728	712	16%	21%	44%	19%	N	19%	14%
Hispanic	39	730	732	721	15%	23%	26%	36%	N	36%	20%
Asian	15	730	735	745	20%	13%	33%	33%	N	33%	49%
American Indian	S	S	714	726	S	S	S	S	S	S	25%
Two or More Races	S	S	739	726	S	S	S	S	S	S	26%
Students with Disability	S	S	705	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	42	726	725	718	17%	26%	36%	21%	N	21%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



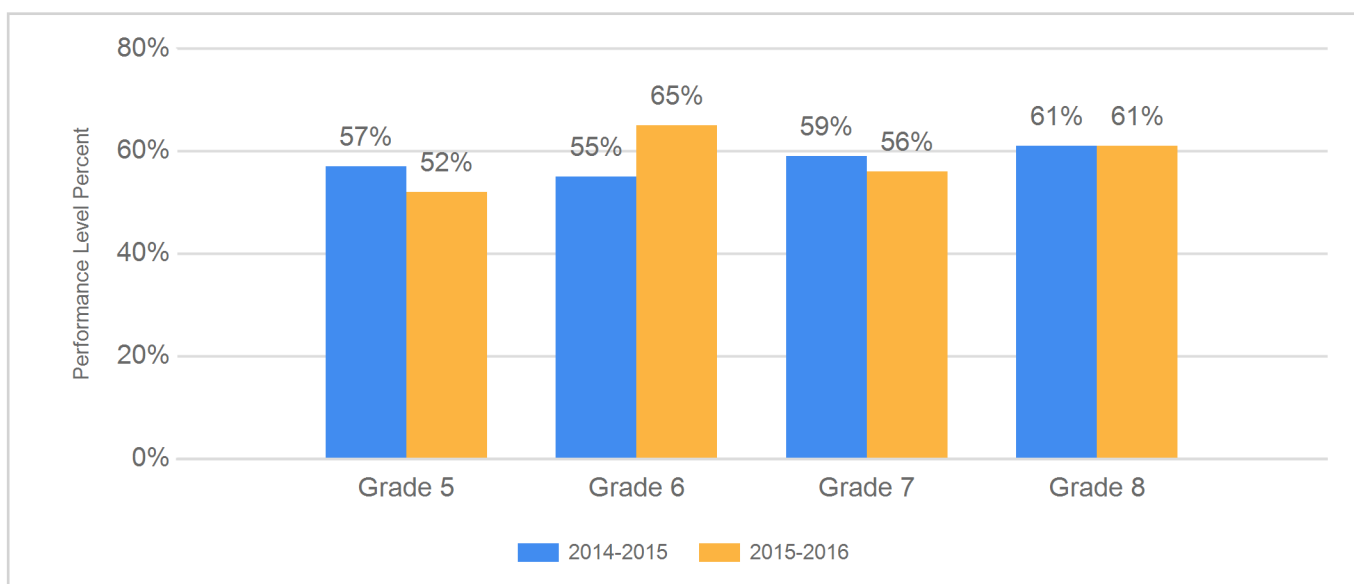
State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

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TEANECK, NJ 07666-4249

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	29	778	785	769	N	N	7%	83%	10%	93%	41%
White	S	S	782	772	S	S	S	S	S	S	51%
African American	S	S	786	748	S	S	S	S	S	S	20%
Hispanic	S	S	779	746	S	S	S	S	S	S	25%
Asian	S	S	802	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	S	S	767	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	793	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



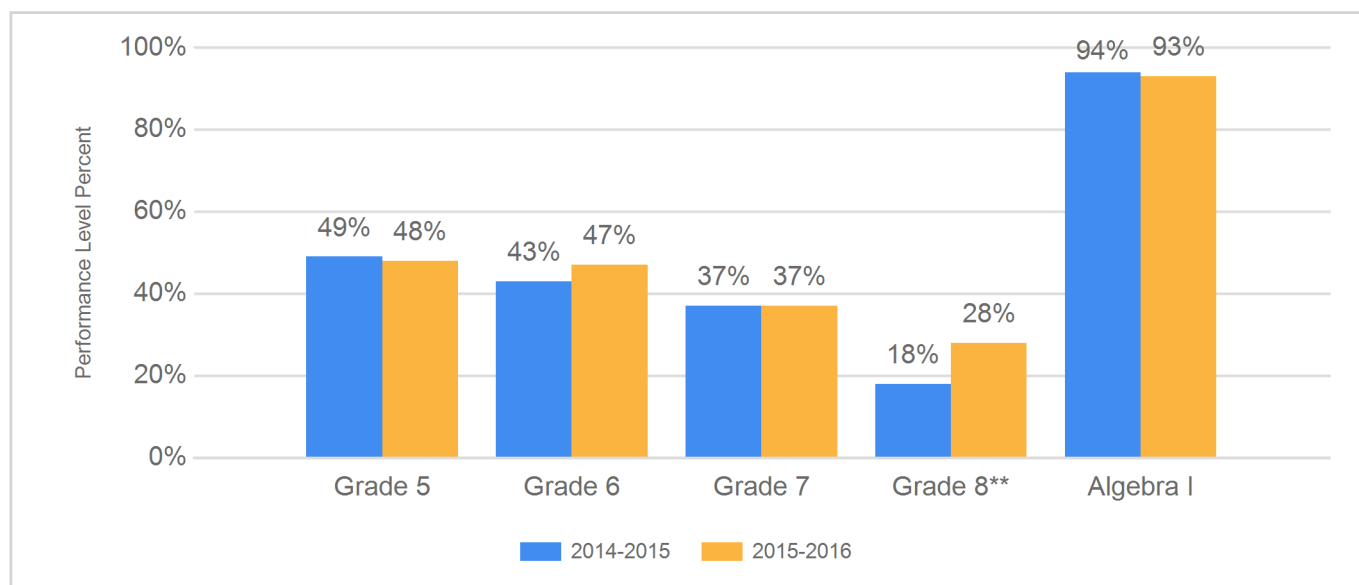
State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070
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655 TEANECK RD
TEANECK, NJ 07666-4249

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

BERGEN

TEANECK TWP

Thomas Jefferson Middle School

655 TEANECK RD

TEANECK, NJ 07666-4249

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

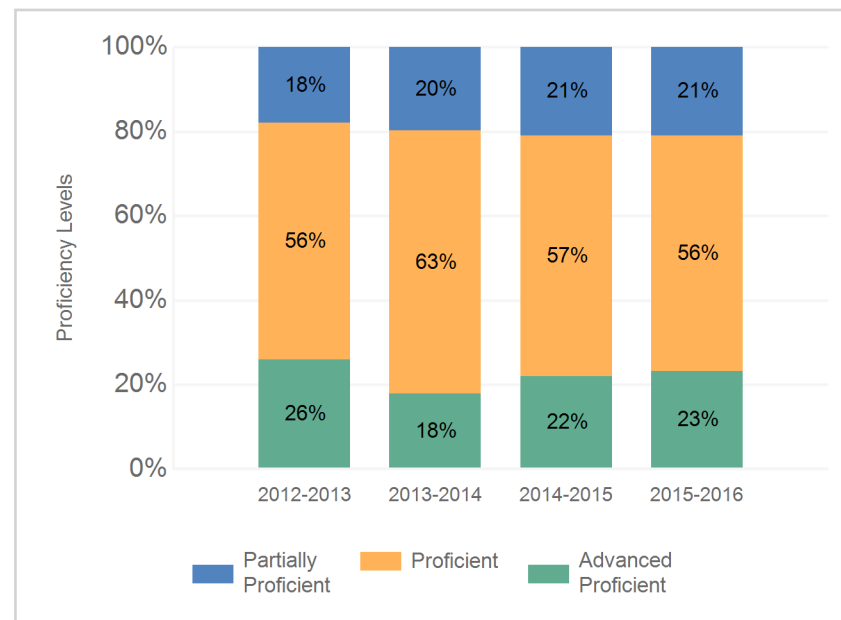
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	23%	56%	21%
White	33%	50%	17%
African American	28%	51%	21%
Hispanic	12%	67%	21%
American Indian	S	S	S
Asian	28%	44%	28%
Two or More Races	N	N	N
Students with Disability	13%	29%	58%
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	65%	30%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070
BERGEN
TEANECK TWP
Thomas Jefferson Middle School
655 TEANECK RD
TEANECK, NJ 07666-4249

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

BERGEN

TEANECK TWP

Thomas Jefferson Middle School

655 TEANECK RD

TEANECK, NJ 07666-4249

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	53	50
Student Growth on Math	51	49	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	5%	4%	1%
Approached (L3)	11%	8%	7%
Met (L4)	12%	19%	16%
Exceeded (L5)	1%	2%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	2%	0%
Partially Met (L2)	11%	5%	4%
Approached (L3)	11%	11%	9%
Met (L4)	6%	12%	18%
Exceeded (L5)	0%	2%	5%



State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070

BERGEN

TEANECK TWP

Thomas Jefferson Middle School

655 TEANECK RD

TEANECK, NJ 07666-4249

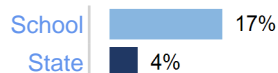
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



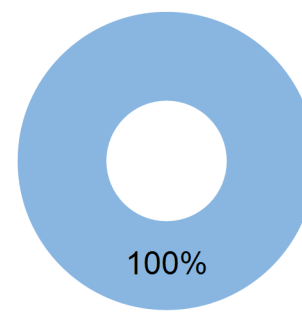
DANCE



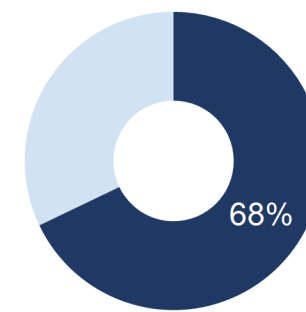
VISUAL ARTS



Any Visual and Performing Arts



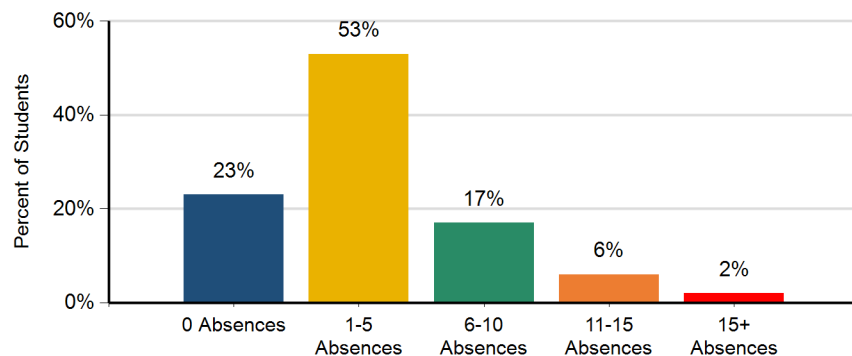
School



State

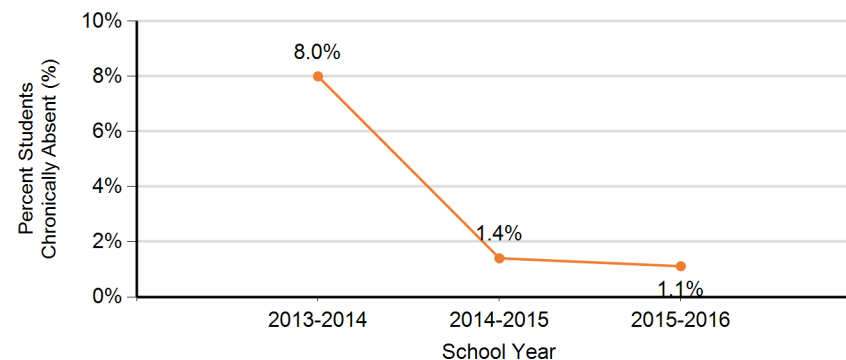
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 05-08

03-5150-070
BERGEN
TEANECK TWP
Thomas Jefferson Middle School
655 TEANECK RD
TEANECK, NJ 07666-4249

Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 56 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	8:1
Administrator	181:1

Student Suspension Rate

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

	School
2015-16	7.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

03-5150-080
BERGEN
TEANECK TWP
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TEANECK, NJ 07666

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

03-5150-080
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TEANECK, NJ 07666

Enrollment by Grade

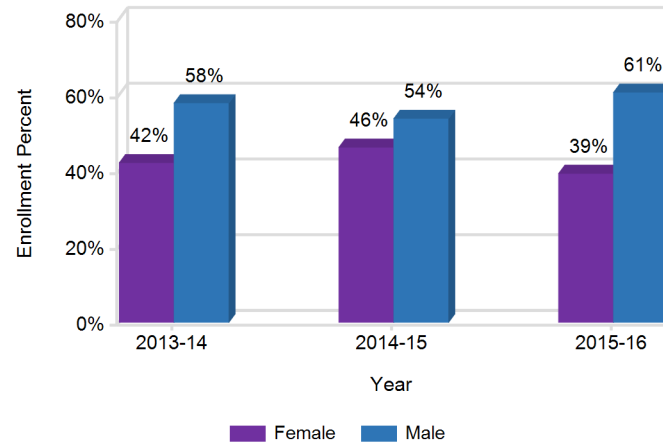
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	18	5	19
Grade KG	134	155	134
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	102	74	76
Total	254	234	229

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

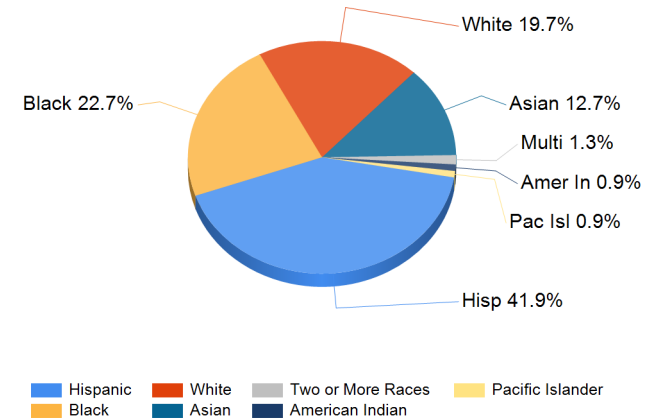
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



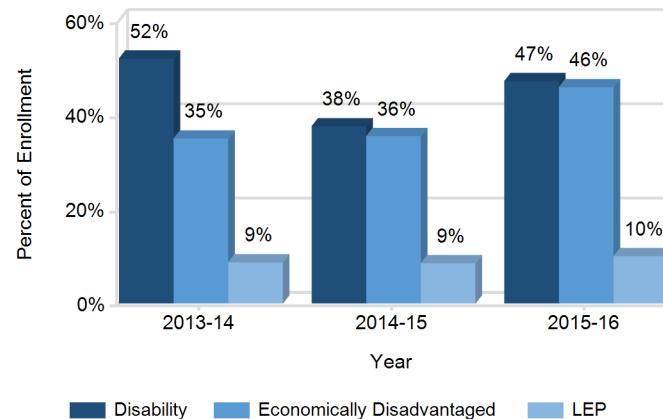
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	88.6%
Spanish	8.7%
Urdu	0.9%
Malayalam	0.4%
Tagalog	0.4%
Other	0.8%



State of New Jersey
2015-2016

03-5150-080

BERGEN

TEANECK TWP

William Cullen Bryant School

1 TRYON AVENUE

TEANECK, NJ 07666

Length of School Day

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

	School
2015-16	5 Hrs. 50 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	8:1
Administrator	229:1

Student Suspension Rate

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

	School
2015-16	0.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%