

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

In particular, the School Performance Reports seek to:

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

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

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

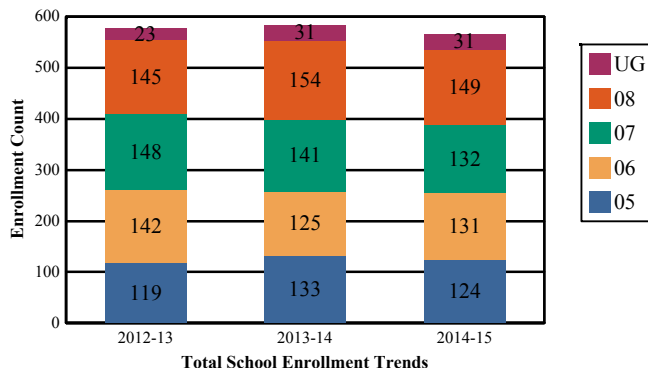
DEMOGRAPHIC INFORMATION

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GRADE SPAN 05-08

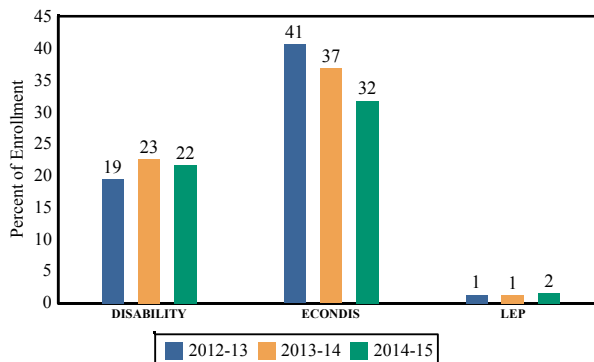
Enrollment by Grade

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



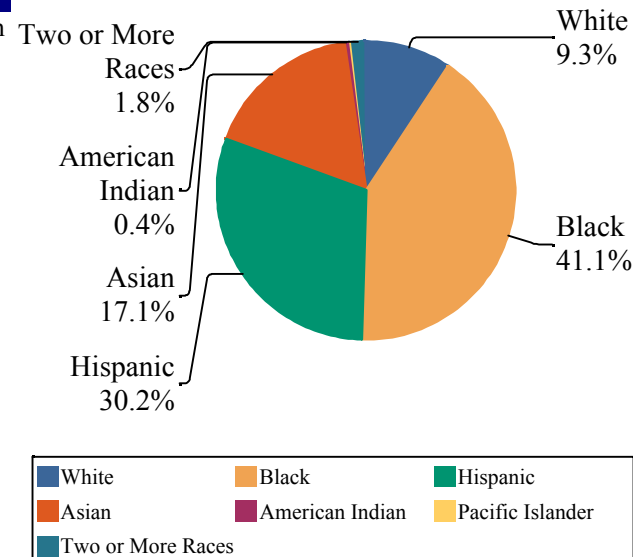
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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

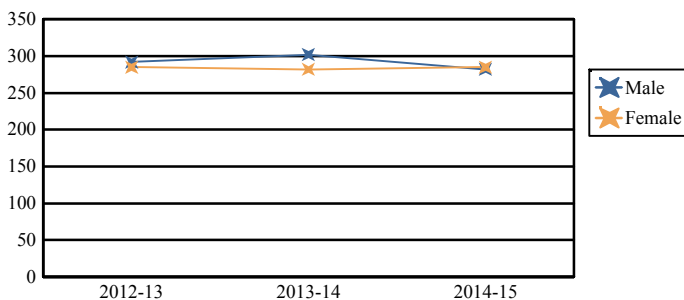


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	577
2013-14	584
2014-15	567

Enrollment by Gender

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



	Male	Female
2012-13	292	285
2013-14	302	282
2014-15	282	285

Current Year Enrollment by Program Participation

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

Language Diversity

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

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

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

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

ESEA Waiver - English Language Arts/Literacy

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

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

YES* = Met Participation Rate (Participation Averaging applied)

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

ESEA Waiver - Math

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

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

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 05

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

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

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PARCC ELA Performance Distribution - Grade - 06

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

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

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GRADE SPAN 05-08

PARCC ELA Performance Distribution - Grade - 07

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

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

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PARCC ELA Performance Distribution - Grade - 08

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

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

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GRADE SPAN 05-08

PARCC MATH - Performance Distribution - Grade - 05

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

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

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PARCC MATH - Performance Distribution - Grade - 06

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

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

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PARCC MATH - Performance Distribution - Grade - 07

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

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

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PARCC MATH - Performance Distribution - Grade - 08

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

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

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PARCC ALGEBRA I - Performance Distribution

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

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

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 08

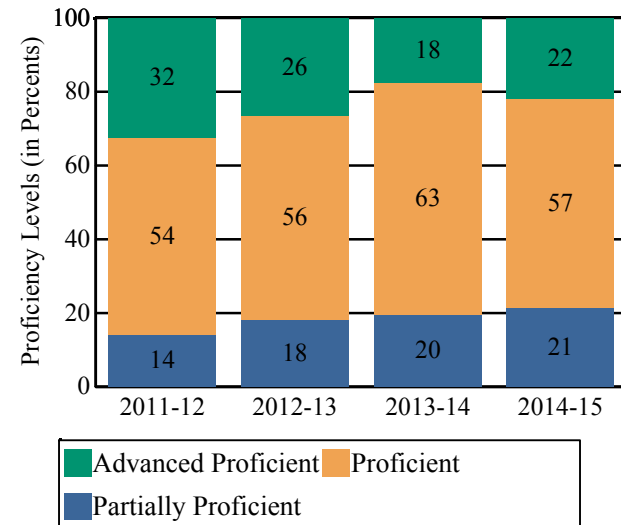
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

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

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
35	35

Algebra I Test Taking

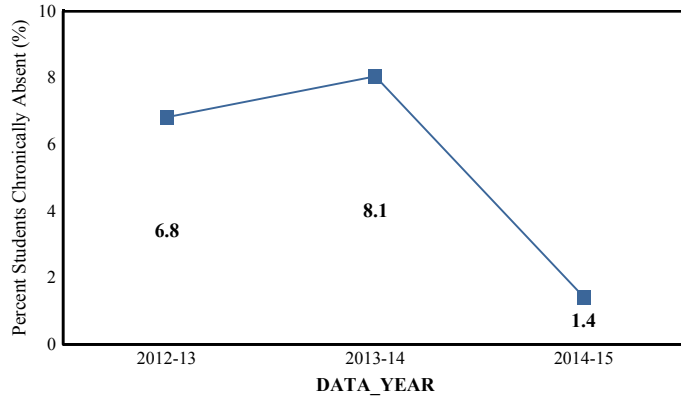
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

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

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

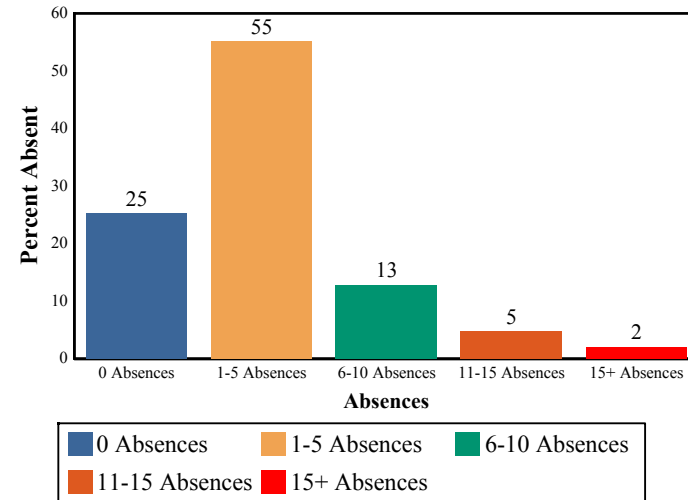
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	1.42%
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Absenteeism

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



Visual and Performing Arts

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

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

N/R - Data Not Reported

STUDENT GROWTH

**BERGEN
TEANECK TWP**

GRADE SPAN 05-08

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

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

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

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

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

Student Growth

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

Language Arts

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

Math

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

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
TEANECK TWP**

GRADE SPAN 05-08

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

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

Grade Level - 05

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

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

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

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
TEANECK TWP

GRADE SPAN 05-08

Grade Level - 06

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

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

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	44

Grade Level - 07

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

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

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	52

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

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

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	39

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
TEANECK TWP

GRADE SPAN 05-08

Grade Level - 08

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

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

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

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

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

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

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

Length of School Day

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

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

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

	School
2014-15	18.9%

Instructional Time

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

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

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	9
Administrators	189

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

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

SCHOOL PEER GROUP

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

BERGEN
TEANECK TWP

GRADE SPAN 05-08

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