

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/>.

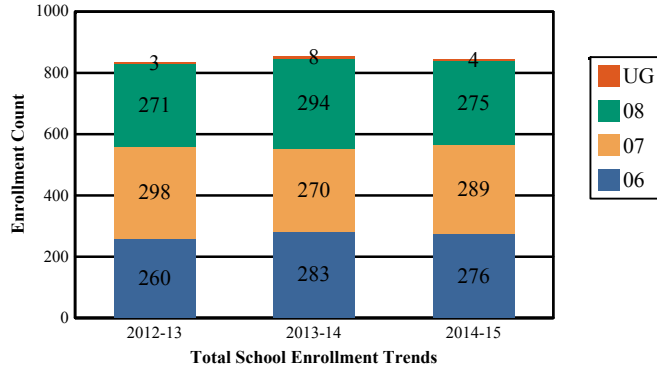
**DEMOGRAPHIC INFORMATION**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

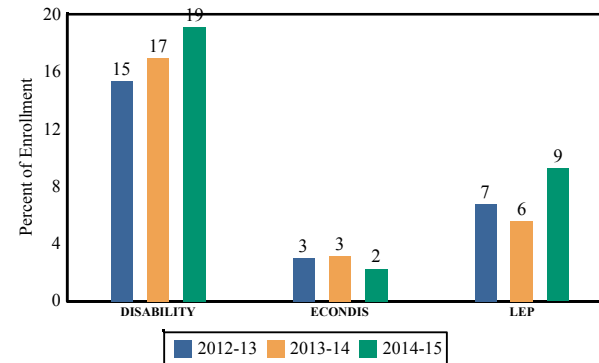
**Enrollment by Grade**

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



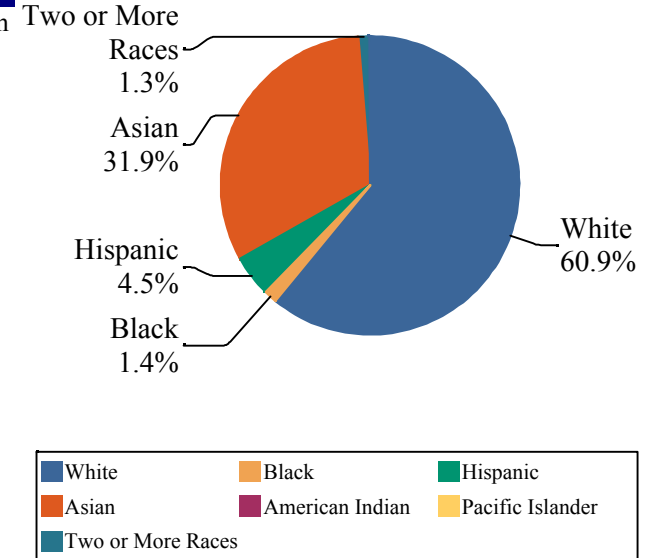
**Enrollment Trends by Program Participation**

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.

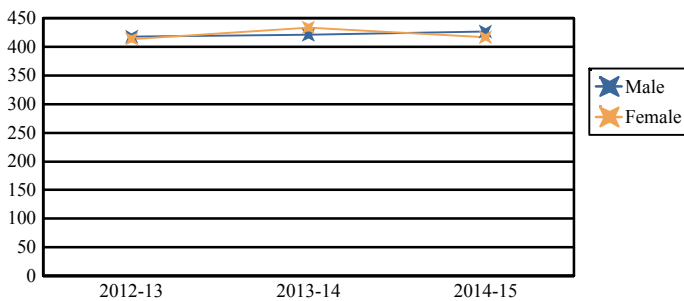


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	832
2013-14	855
2014-15	844

**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	418	414
2013-14	421	434
2014-15	427	417

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	161	19%
Economically Disadvantaged Students	19	2.3%
English Language Learners	78	9.2%

**Language Diversity**

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

2014-15	Percent
English	64.3%
Korean	14.4%
Hebrew	10.1%
Chinese	3.4%
Spanish	2.0%
Japanese	1.4%
Other	4.4%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

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.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>82%</b>	<b>94</b>	<b>97</b>
Math Met or Exceeded Expectation	<b>71%</b>		

**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.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	774	81.9%	95%	98.3%	<b>YES</b>
White	477	80.2%	95%	97.8%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	35	60%	95%	97.4%	-
American Indian	-	-	--	--	--
Asian	243	87.6%	95%	99.2%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	156	48.1%	95%	96.9%	<b>YES</b>
English Language Learners	55	56.3%	95%	100%	<b>YES</b>
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	773	70.7%	95%	98.4%	YES
White	476	65.1%	95%	98%	YES
African American	-	-	--	--	--
Hispanic	35	37.2%	95%	97.4%	-
American Indian	-	-	--	--	--
Asian	243	85.6%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	155	34.9%	95%	96.9%	YES
English Learner Students	55	78.2%	95%	100%	YES
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	257	777	749	1%	5%	8%	54%	32%	86%	50%
White	159	773	755	1%	8%	8%	58%	25%	84%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	86	786	770	0%	1%	7%	48%	44%	92%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	49	744	718	4%	24%	29%	37%	6%	43%	17%
English Language Learners	14	756	711	7%	7%	21%	57%	7%	64%	11%
Economically Disadvantaged Students	11	761	733	0%	9%	27%	45%	18%	64%	30%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	267	772	750	3%	5%	13%	43%	36%	79%	53%
White	167	765	757	3%	7%	14%	49%	26%	75%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	17	761	736	0%	6%	24%	53%	18%	71%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	77	790	777	3%	0%	9%	27%	61%	88%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	59	742	713	12%	14%	24%	41%	10%	51%	18%
English Language Learners	15	768	703	0%	7%	27%	33%	33%	67%	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	250	778	750	1%	4%	14%	50%	32%	81%	53%
White	151	778	757	1%	3%	14%	52%	30%	82%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	761	735	0%	15%	31%	31%	23%	54%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	80	781	778	0%	5%	13%	46%	36%	83%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	48	749	713	4%	19%	27%	46%	4%	50%	16%
English Language Learners	26	754	701	0%	8%	46%	38%	8%	46%	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%



**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	252	774	743	1%	3%	13%	54%	29%	83%	42%
White	159	770	749	2%	4%	16%	55%	23%	78%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	81	785	768	0%	0%	6%	48%	46%	94%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	48	747	718	6%	17%	38%	31%	8%	40%	15%
English Language Learners	14	772	718	7%	7%	0%	43%	43%	86%	14%
Economically Disadvantaged Students	11	766	729	0%	0%	27%	55%	18%	73%	23%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	190	748	740	2%	11%	38%	47%	2%	49%	38%
White	132	746	745	2%	11%	45%	40%	2%	42%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	17	744	730	0%	18%	47%	29%	6%	35%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	36	758	760	3%	3%	14%	78%	3%	81%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	53	737	715	8%	23%	47%	21%	2%	23%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	60	730	726	13%	28%	28%	30%	0%	30%	24%
White	38	730	732	11%	37%	21%	32%	0%	32%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	13	737	744	15%	23%	31%	31%	0%	31%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	34	725	705	21%	32%	21%	26%	0%	26%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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	266	775	740	0%	2%	15%	67%	16%	83%	40%
White	145	768	746	0%	1%	19%	74%	7%	81%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	110	785	769	0%	3%	10%	58%	29%	87%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	20	762	710	0%	5%	25%	65%	5%	70%	8%
English Language Learners	24	776	710	0%	4%	13%	67%	17%	83%	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**PARCC GEOMETRY - 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	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**PARCC ALGEBRA II - 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	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**NJASK Results - Science Grade Level - 08**

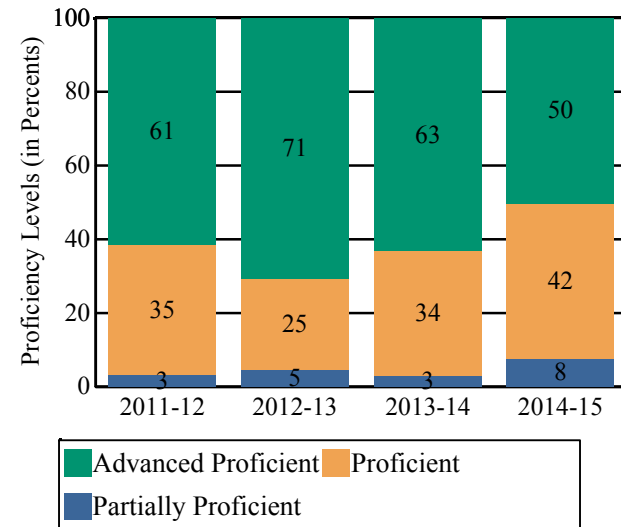
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	50%	42%	8%
White	51%	41%	9%
African American	-	-	-
Hispanic	31%	54%	15%
American Indian	-	-	-
Asian	53%	42%	5%
Two or More Races	-	-	-
Students with Disability	19%	52%	30%
English Language Learners	33%	58%	8%
Economically Disadvantaged Students	-	-	-

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
225	282

### 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
96.4%	83.7%

- Data Suppressed to protect the confidentiality of students

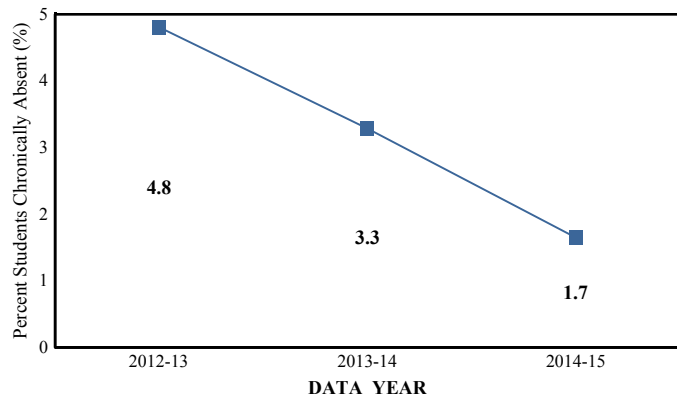
**COLLEGE AND CAREER READINESS**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**Chronic Absenteeism Trend**

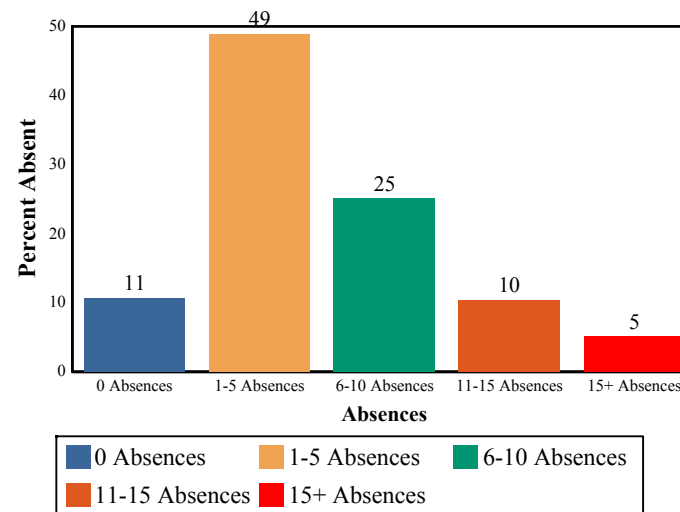
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>1.65%</b>
--	--------------

**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.

<b>Percent of Students Enrolled</b>	<b>School</b>	<b>State</b>
<b>Dance</b>	N/R	1.6%
<b>Drama/Theater</b>	N/R	3.9%
<b>Music</b>	90.4%	66.0%
<b>Visual Arts</b>	88.5%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

BERGEN  
TENAFLY BORO

GRADE SPAN 06-08

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	55	52	67	35	YES
Student Growth on Math	59	65	83	35	YES
		59	75		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	1%	0%	0%
Partially Met	3%	0%	1%
Approached	6%	4%	1%
Met	14%	18%	17%
Exceeded	3%	9%	22%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	6%	1%	0%
Approached	15%	6%	4%
Met	11%	14%	24%
Exceeded	0%	2%	14%

**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  
TENAFLY BORO**

**GRADE SPAN 06-08**

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 - 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	836	850
75th	795	770
50th	778	749
25th	761	726
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

**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	828	850
75th	791	763
50th	777	742
25th	762	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
TENAFLY BORO

GRADE SPAN 06-08

**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	849	850
75th	791	776
50th	772	751
25th	752	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	52

**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	844	850
75th	801	777
50th	778	751
25th	757	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

**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	786	850
75th	761	759
50th	749	740
25th	738	720
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	23	39

**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	775	850
75th	755	748
50th	733	726
25th	717	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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.

	<b>School</b>
<b>2014-15</b>	6 Hrs. 37 Mins.

**Student Suspension Rate**

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

	<b>School</b>
<b>2014-15</b>	1.1%

**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.

<b>2014-15</b>	<b>School</b>
<b>Full Time</b>	5 Hrs. 52 Mins.
<b>Shared Time</b>	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.

	<b>School</b>
<b>2014-15</b>	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.

<b>2014-15</b>	<b>School</b>
<b>Faculty</b>	12
<b>Administrators</b>	422

**SCHOOL PEER GROUP**

**BERGEN  
TENAFLY BORO**

**GRADE SPAN 06-08**

**TENAFLY MIDDLE SCHOOL  
10 SUNSET LANE  
TENAFLY, NJ 07670**

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	LINWOOD CITY	BELHAVEN MIDDLE SCHOOL	01-2680-020	05-08	7.7%	0%	11.4%
ATLANTIC	PORT REPUBLIC CITY	PORT REPUBLIC SCHOOL DISTRICT	01-4240-050	KG-08	9.2%	0%	16.2%
BERGEN	CRESSKILL BORO	CRESSKILL MIDDLE SCHOOL	03-0990-045	06-08	1%	5.7%	11.6%
BERGEN	DUMONT BORO	SELZER ELEMENTARY\MIDDLE SCHOOL	03-1130-080	PK-08	8.5%	1.7%	14.8%
BERGEN	NORTHVALE BORO	NATHAN HALE M.S.	03-3730-050	KG-08	0%	6.9%	13.4%
BERGEN	PARAMUS BORO	EAST BROOK MIDDLE SCHOOL	03-3930-065	05-08	6.7%	3.7%	17.5%
BERGEN	RUTHERFORD BORO	UNION SCHOOL	03-4600-100	04-08	4.6%	0.6%	9.1%
<b>BERGEN</b>	<b>TENAFLY BORO</b>	<b>TENAFLY MIDDLE SCHOOL</b>	<b>03-5160-095</b>	<b>06-08</b>	<b>2.2%</b>	<b>9.2%</b>	<b>19.1%</b>
BURLINGTON	MEDFORD TWP	MEDFORD MEMORIAL MIDDLE SCHOOL	05-3080-055	07-08	6.9%	0.6%	13.4%
BURLINGTON	RIVERTON	RIVERTON SCHOOL	05-4460-050	KG-08	9%	0%	16.2%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP MIDDLE SCHOOL	09-5340-030	06-08	7.7%	0.2%	13.4%
ESSEX	NUTLEY TOWN	JOHN H. WALKER MIDDLE SCHOOL	13-3750-060	07-08	9.9%	1.6%	15.4%
HUNTERDON	DELAWARE TWP	DELAWARE TOWNSHIP SCHOOL	19-1040-040	PK-08	9%	1.1%	19.3%
HUNTERDON	KINGWOOD TWP	KINGWOOD TOWNSHIP SCHOOL	19-2450-050	PK-08	8.9%	0%	16.3%
HUNTERDON	MILFORD BORO	MILFORD SCHOOL	19-3180-050	PK-08	7.3%	2.1%	16.5%
MERCER	W WINDSOR-PLAINSBORO REG	COMMUNITY MIDDLE SCHOOL	21-5715-140	06-08	5.9%	0.2%	9.7%
MERCER	W WINDSOR-PLAINSBORO REG	THOMAS R GROVER MIDDLE SCHOOL	21-5715-035	06-08	3.5%	2.7%	7.4%
MIDDLESEX	METUCHEN BORO	EDGAR MIDDLE SCHOOL	23-3120-070	05-08	8.7%	1.1%	14.2%
MIDDLESEX	MILLTOWN BORO	JOYCE KILMER SCHOOL	23-3220-050	04-08	9.9%	1.1%	11.1%
MONMOUTH	AVON BORO	AVON ELEMENTARY SCHOOL	25-0180-010	KG-08	9.8%	0%	6.5%
MONMOUTH	COLTS NECK TWP	CEDAR DRIVE MIDDLE SCHOOL	25-0945-030	06-08	5.7%	3%	16.8%
MORRIS	RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	27-4330-075	06-08	8%	1.4%	18.5%
PASSAIC	WAYNE TWP	ANTHONY WAYNE MIDDLE SCHOOL	31-5570-065	06-08	8.1%	0.3%	13%



**SCHOOL PEER GROUP**

**BERGEN**

**TENAFLY BORO**

**GRADE SPAN 06-08**

County	Local Entity	School Name	State ID	Grade Span	7.2%	3.3%	17.1%
SOMERSET	BEDMINSTER TWP	<b>BEDMINSTER TOWNSHIP PUBLIC SCHOOL</b>	35-0240-020	PK-08	7.2%	3.3%	17.1%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>BRIDGEWATER-RARITAN REGIONAL MIDDLE SCHOOL</b>	35-0555-010	07-08	9.6%	0%	16.9%
SOMERSET	GREEN BROOK TWP	<b>GREEN BROOK MIDDLE SCHOOL</b>	35-1810-030	05-08	7.5%	1.4%	13.9%
SOMERSET	HILLSBOROUGH TWP	<b>HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL</b>	35-2170-035	07-08	8.7%	0.8%	16.3%
SOMERSET	SOMERSET HILLS REGIONAL	<b>BERNARDSVILLE MIDDLE SCHOOL</b>	35-4815-040	05-08	9.1%	0.7%	14.5%
UNION	CLARK TWP	<b>CARL H. KUMPF SCHOOL</b>	39-0850-035	06-08	6.3%	1%	13.8%
UNION	SCOTCH PLAINS-FANWOOD REG	<b>PARK MIDDLE SCHOOL</b>	39-4670-060	05-08	8.2%	0.8%	16.6%
WARREN	GREAT MEADOWS REGIONAL	<b>GREAT MEADOWS REGIONAL MIDDLE SCHOOL</b>	41-1785-040	06-08	9.1%	1%	18.9%