




Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	89	77	72
6	100	92	79
7	101	105	88
8	97	104	103
Ungraded	0	0	0
Total	387	378	342

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	1%	0%	0%
Students with Disabilities	8%	10%	9%
English Learners	2%	3%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	59.6%
Asian	33.3%
Hispanic	4.4%
Black or African American	1.8%
Native Hawaiian or Pacific Islander	0.9%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	79.5%
Korean	15.8%
Other	4.8%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	326	98.2	74.50	76.30	54.90	74.5	74.3	Met Target
White	195	97.6	68.20	71.00	63.90	68.2	69.9	Met Target†
Hispanic	15	94.1	53.40	*	39.80	52.7	**	**
Black or African American	*	*	*	50.00	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	110	100.0	90.00	90.20	80.70	90	80	Met Goal
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	0.00	54.90	*	**	**
Female	164	98.8	84.10	84.10	62.20	84.1		
Male	162	97.6	64.80	68.30	48.10	64.8		
Economically Disadvantaged Students	*	*	*	0.00	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	76.70	65.80	*		
Students with Disabilities	30	88.2	20.00	*	20.50	18.6	30.3	Not Met
Students without Disabilities	296	99.3	80.00	*	61.90	80		
English Learners	14	100.0	64.30	*	25.20	64.3	**	**
Non-English Learners	312	98.2	75.00	*	57.40	75		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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03-3850-030

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	776	776	755	*	*	20%	55%	24%	79%	59%
White	37	769	769	763	0%	0%	*	68%	*	76%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	785	785	778	0%	*	*	40%	43%	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	756	N	N	N	N	N	N	60%
Female	39	782	782	761	*	*	*	49%	*	82%	66%
Male	32	768	768	749	*	*	*	63%	*	75%	53%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	71	776	776	765	*	*	20%	55%	24%	79%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	763	763	751	*	*	27%	54%	14%	68%	54%
White	45	758	758	758	0%	*	36%	49%	*	58%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	735	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	26	773	773	775	0%	0%	*	65%	*	89%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	38	772	772	758	0%	*	*	58%	*	82%	61%
Male	36	753	753	745	0%	*	*	50%	*	53%	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	74	763	763	760	*	*	27%	54%	14%	68%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	757	*	*	*	*	*	*	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	781	781	756	0%	*	*	40%	48%	89%	59%
White	55	775	775	763	0%	*	*	44%	40%	84%	69%
Hispanic	*	*	*	741	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	30	791	791	783	*	*	*	33%	63%	97%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Female	46	787	787	764	*	*	*	30%	61%	91%	68%
Male	41	774	774	748	*	*	*	51%	34%	85%	51%
Economically Disadvantaged Students	N	N	N	738	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	87	781	781	765	0%	*	*	40%	48%	89%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	700	N	N	N	N	N	N	N
Non-English Learners	87	781	781	757	0%	*	*	40%	48%	89%	N
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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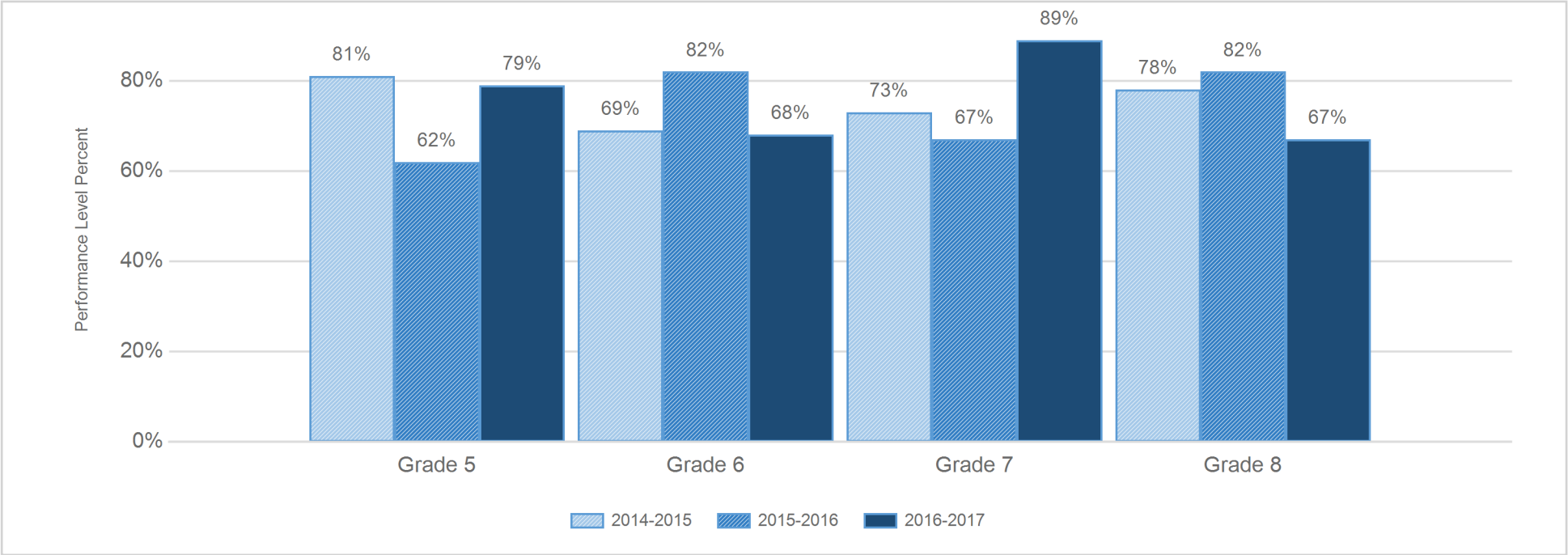
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	764	764	757	*	*	17%	41%	27%	67%	59%
White	63	758	758	764	*	*	24%	40%	19%	59%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	788	788	785	*	*	*	46%	50%	96%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	46	776	776	765	*	*	*	48%	35%	83%	68%
Male	55	755	755	748	*	*	*	35%	20%	55%	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	101	764	764	766	*	*	17%	41%	27%	67%	69%
Students with Disabilities	15	725	725	717	*	*	*	*	0%	20%	18%
Students without Disabilities	86	771	771	764	*	*	*	*	31%	76%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	758	*	*	*	*	*	*	N
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	325	98.0	64.30	67.80	43.50	64.3	69.8	Not Met
White	194	97.1	55.70	60.20	52.40	55.7	62.3	Not Met
Hispanic	15	94.1	33.30	*	27.60	32.9	**	**
Black or African American	*	*	*	33.40	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	110	100.0	85.50	87.50	75.60	85.5	80	Met Goal
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	0.00	44.90	*	**	**
Female	163	98.3	67.40	70.80	44.10	67.4		
Male	162	97.7	61.10	64.80	42.90	61.1		
Economically Disadvantaged Students	*	*	*	0.00	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	68.20	54.30	*		
Students with Disabilities	28	82.4	17.90	*	16.50	15.5	19.8	Met Target†
Students without Disabilities	297	99.7	68.70	*	48.80	68.7		
English Learners	14	100.0	78.60	*	23.30	78.6	N	N
Non-English Learners	311	97.9	63.70	*	45.20	63.7		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.



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Grade Span 05-08

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275 OLD TAPPAN RD

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	762	762	746	*	*	33%	37%	21%	58%	46%
White	37	756	756	754	0%	*	41%	43%	*	51%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	32	771	771	774	0%	*	*	31%	38%	69%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	746	N	N	N	N	N	N	47%
Female	40	763	763	747	0%	*	35%	35%	*	58%	47%
Male	33	760	760	746	0%	*	30%	39%	*	58%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	73	762	762	756	*	*	33%	37%	21%	58%	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	756	756	743	*	*	23%	56%	*	64%	44%
White	46	750	750	750	0%	*	28%	52%	*	57%	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	29	769	769	770	*	*	*	69%	*	83%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	744	N	N	N	N	N	N	46%
Female	38	758	758	744	*	*	*	55%	*	66%	45%
Male	40	754	754	742	*	*	*	58%	*	63%	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	78	756	756	752	*	*	23%	56%	*	64%	56%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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2016-2017

Grade Span 05-08

03-3850-030
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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	765	765	741	*	*	23%	46%	27%	72%	40%
White	54	758	758	748	*	*	32%	41%	20%	61%	49%
Hispanic	*	*	*	729	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	27	780	780	764	*	*	*	56%	41%	96%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	43	762	762	742	*	*	*	42%	28%	70%	41%
Male	40	768	768	739	*	*	*	50%	25%	75%	38%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	83	765	765	748	*	*	23%	46%	27%	72%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	711	N	N	N	N	N	N	N
Non-English Learners	83	765	765	742	*	*	23%	46%	27%	72%	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	N

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Charles DeWolf Middle School
2016-2017

Grade Span 05-08

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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	739	739	727	*	21%	44%	27%	*	29%	28%
White	40	739	739	735	*	*	45%	28%	0%	28%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	18	742	742	730	*	*	*	*	*	33%	30%
Male	34	738	738	725	*	*	*	*	*	27%	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	52	739	739	734	*	21%	44%	27%	*	29%	34%
Students with Disabilities	11	730	730	705	*	*	*	*	*	*	N
Students without Disabilities	41	742	742	734	*	*	*	*	*	*	N
English Learners	N	N	N	702	N	N	N	N	N	N	N
Non-English Learners	52	739	739	729	*	21%	44%	27%	*	29%	N
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	N

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Charles DeWolf Middle School
2016-2017

Grade Span 05-08

03-3850-030
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OLD TAPPAN, NJ 07675-7047

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	809	809	742	0%	0%	0%	42%	58%	100%	42%
White	*	*	*	750	*	*	*	*	*	*	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	23	815	815	773	*	*	*	*	70%	100%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	27	809	809	743	*	*	*	*	56%	100%	43%
Male	21	810	810	741	*	*	*	*	62%	100%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	48	809	809	751	0%	0%	0%	42%	58%	100%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	707	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



Charles DeWolf Middle School

2016-2017

Grade Span 05-08

03-3850-030

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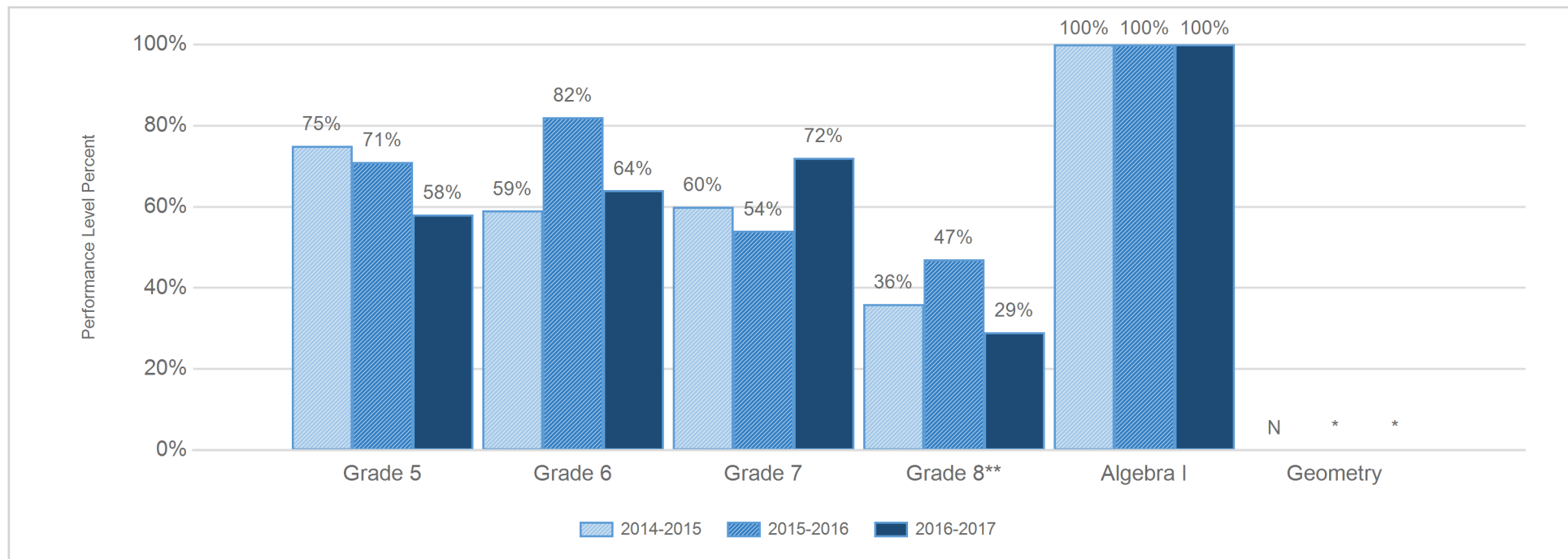
Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	733	*	*	*	*	*	*	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	734	*	*	*	*	*	*	31%
Male	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	N
Students without Disabilities	*	*	*	737	*	*	*	*	*	*	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	*	*	*	734	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N

Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Charles DeWolf Middle School
2016-2017

03-3850-030
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275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

Grade Span 05-08

Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	N	N
7	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
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275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

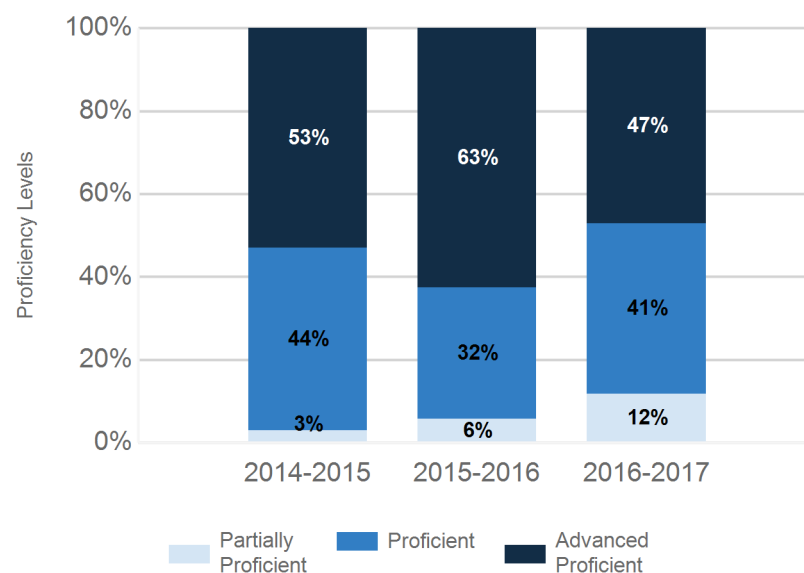
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	47%	41%	12%
White	44%	41%	14%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	30%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	19%	38%	44%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
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OLD TAPPAN, NJ 07675-7047

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	51	50	Met Target	46	53	50	Met Target
White	41	44	50	Met Target	39.5	45	52	Not Met
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66	*	60	Exceeds Target	57	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	40	*	41	Met Target	32	*	43	**
English Learners	81	*	53	**	*	81	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Charles DeWolf Middle School
2016-2017

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

Grade Span 05-08

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

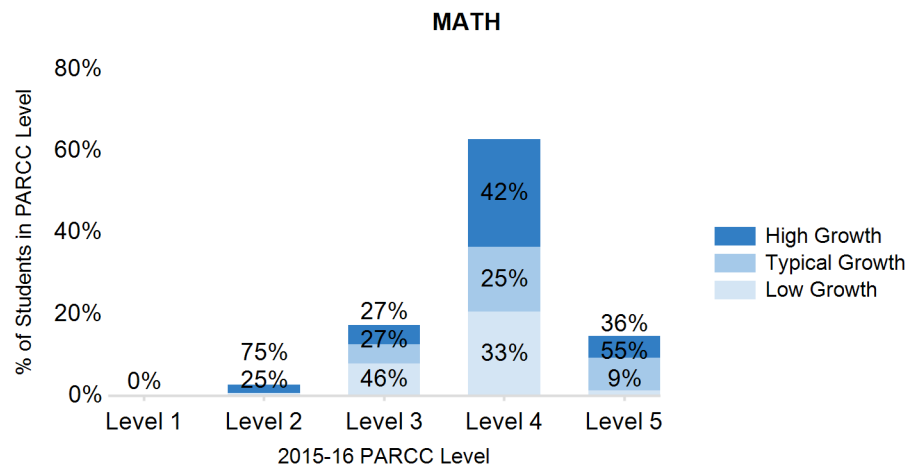
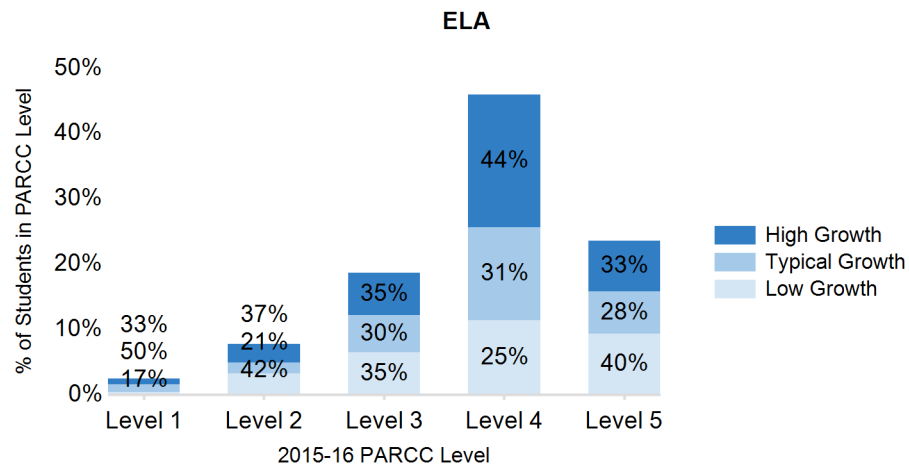
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

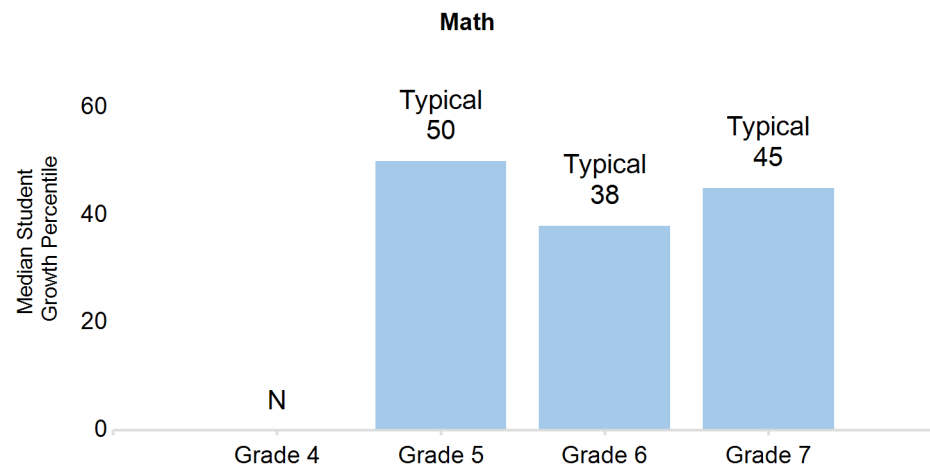
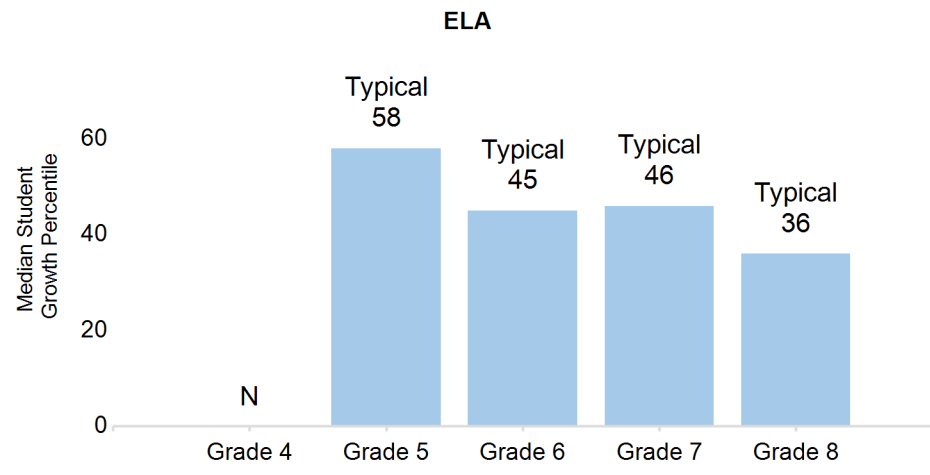
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0					79
7	4	0					84
8	44	4					55
Schoolwide	48	4	0	0	0	0	218

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

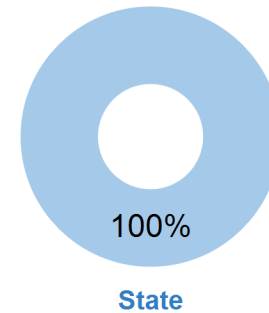
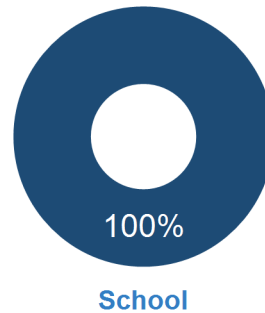
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	74	0	0	0	0	0	0
7	79	0	0	0	0	0	0
8	87	0	0	0	0	0	0
Schoolwide	240	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

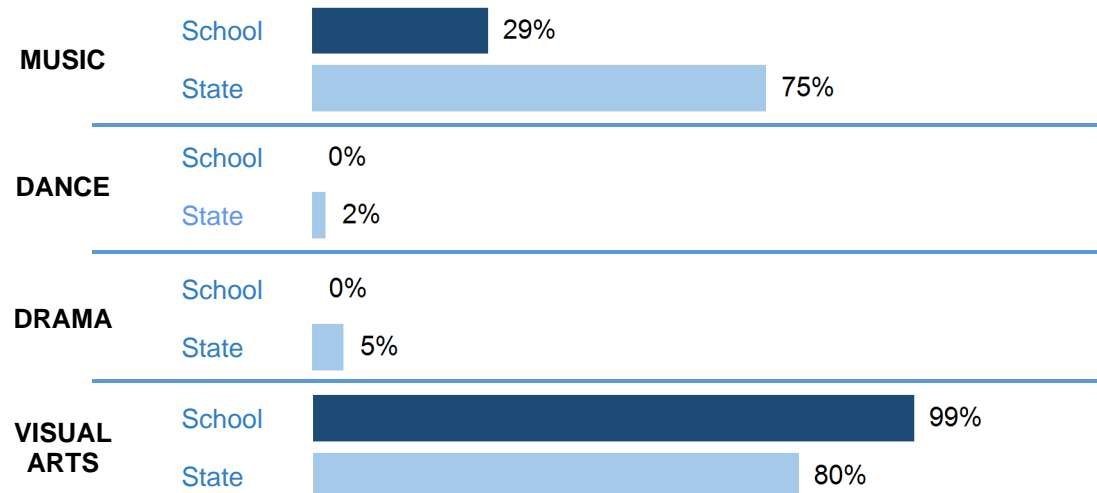
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
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275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

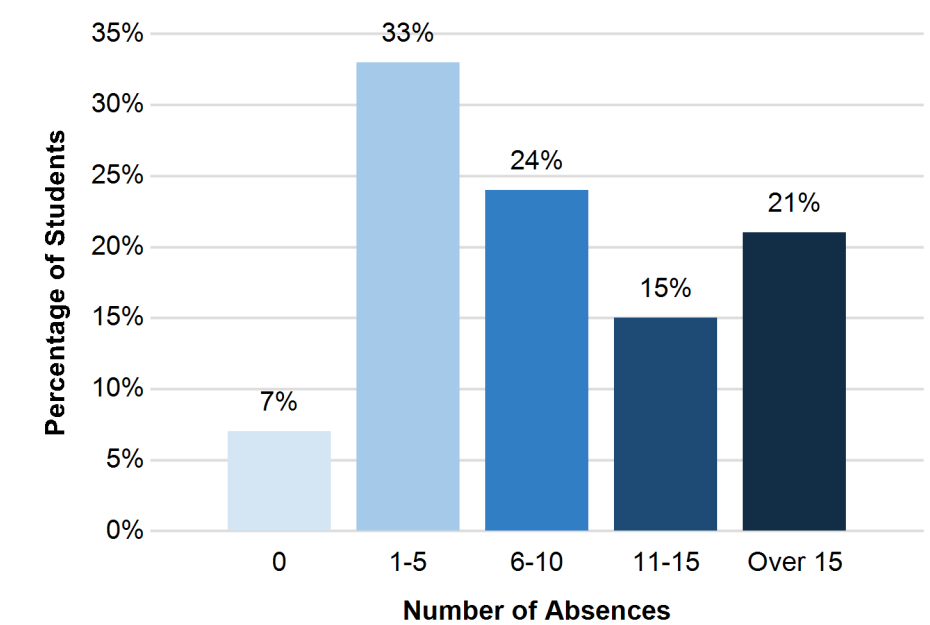
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.90	8.30	Not Met
White	11.40	8.30	Not Met
Hispanic	0	**	**
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	30.80	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	10.00	8.30	Not Met
English Learners	0	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

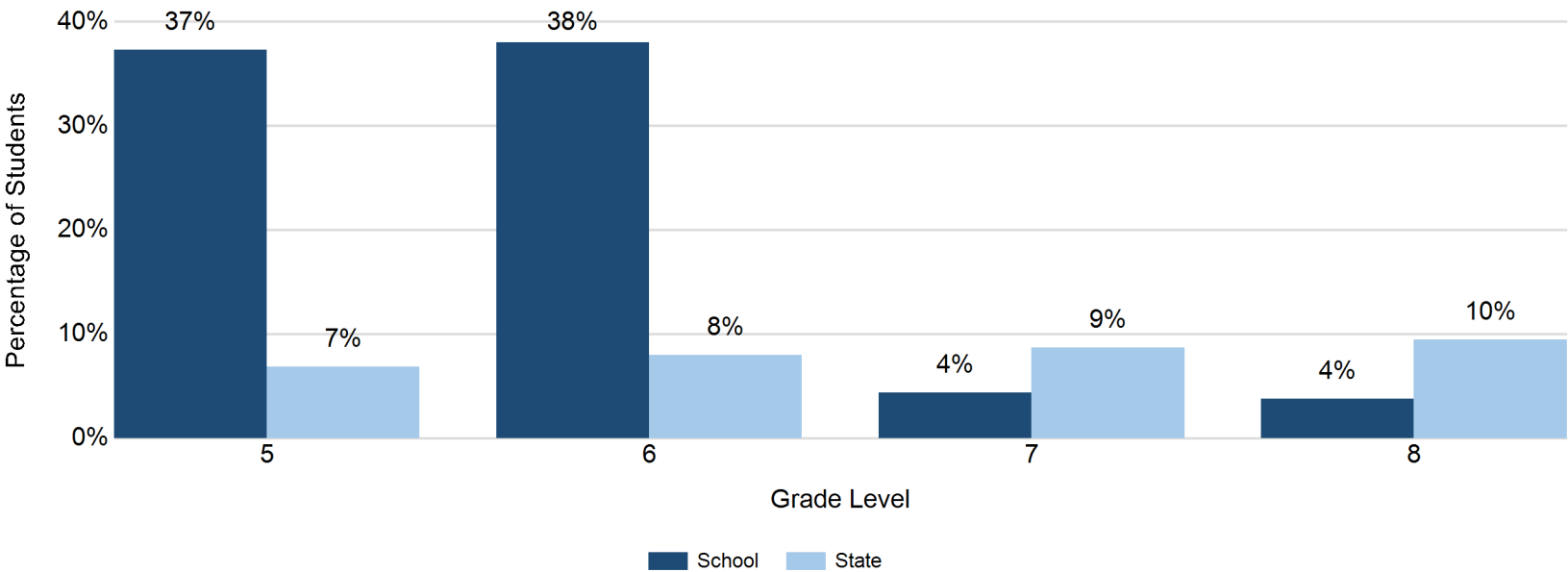
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Charles DeWolf Middle School
2016-2017

Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.88

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.8%
Out-of-School Suspensions	0.3%
Any Suspension	2.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.0	585.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$220	\$15,090	\$15,310



Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	37	115,100
Average years experience in public schools	17.1	11.8
Average years experience in district	15.0	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,476
Average years experience in public schools	25.8	15.7
Average years experience in district	9.2	11.5
Administrators in district for 4 or more years	33%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	171:1	114:1
Librarian/Media Specialists		683:1
Nurses		342:1
Counselors		683:1
Child Study Team		171:1



Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

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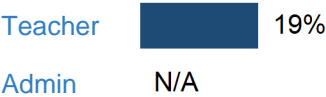
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	80%	77%
2015-16 Administrators: Same district 2016-17	100%	85%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	69	17.5%
Mathematics Proficiency	75	17.5%
English Language Arts Growth	37	25%
Mathematics Growth	28	25%
Chronic Absenteeism	4	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42
Summative Rating: Percentile rank of Summative Score		37 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
 BERGEN
 OLD TAPPAN BORO
 275 OLD TAPPAN RD
 OLD TAPPAN, NJ 07675-7047

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42	12	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	28	12	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	52	12	No	Met Goal	Met Goal	Not Met	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	49	12	No	Not Met	Met Target†	Not Met	Met Target	**	No
English Learners	**	**	No	**	N	**	**	**	No

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† Target was met within a confidence interval.



Charles DeWolf Middle School
2016-2017
Grade Span 05-08




03-3850-030
 BERGEN
 OLD TAPPAN BORO
 275 OLD TAPPAN RD
 OLD TAPPAN, NJ 07675-7047

School General Info

Principal:	Mr. O'Neill	Email Address:	oneilljc@nvnet.org
Address:	275 OLD TAPPAN RD OLD TAPPAN, NJ 07675-7047	Website:	https://www.oldtappanschools.org/schools
Phone:	(201)664-1475	Facebook:	https://www.facebook.com/OldTappanSchoolDistrict
		Twitter:	https://twitter.com/oldtappansd

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	<ul style="list-style-type: none"> • The Old Tappan Broadcasting Network- A daily, student-produced media outlet • Grades 7 & 8 Social Justice Electives- Encouraging students to explore unjust situations in the pursuit of solutions • 1:1 Chromebook Initiative- Providing a technology option for all students and middle school educators
 Mission, Vision, Theme:	The Old Tappan Public School District's Statement of Purpose: We exist to foster a community of learners in which each participant's interests, gifts & talents, dreams, and personal best are explored, cultivated, expressed, and celebrated. Our Vision: We seek to create an environment that is both challenging and nurturing for every learner.
 Awards, Recognition, Accomplishments:	Charles DeWolf (CDW) Middle School has been designated and certified as a "Future Ready School." We are among the first schools in the state to have earned this designation. A partnership between the NJ Department of Education, the NJ School Boards Association, and the NJ Institute of Technology has recognized our school's commitment to promoting digital learning readiness and the skills essential for our students to be successful in college, career, and citizenship.






Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

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 Courses, Curriculum, Instruction:	We strive to provide our students with programmatic offerings that allow for authentic learning experiences and possibilities for success. We offer accelerated math classes, enriched electives (i.e., Social/Environmental Justice, Broadcasting), a robust Gifted and Talented program, and a 1:1 device initiative. Our intentions are rooted in the premise that the educational experiences we provide can create responsible citizens prepared to positively contribute to a constantly changing society.
 Sports and Athletics:	<p>Sports Offered:</p> <p>Charles DeWolf Middle School offers its students numerous seasonal sports programs and an intramural sports program. Our student-athletes are guided by coaches who understand and instill values of sportsmanship, sports etiquette, and fair-play. Students take pride in representing their school, and we are proud of their commitment and efforts.</p>
 Clubs and Activities:	Our faculty facilitates various clubs and enrichment activities for our students. These opportunities include Student Council, Community Service Club, National Junior Honor Society, Old Tappan Broadcast Network, the Drama Club, and Guidance-based Book Clubs. The PTO facilitates an after-school program that offers classes taught by our middle school teachers. The activities offered vary by session and include, Digital Filmmaking, Community Service, Art Club, STEM Club, Chess Club, among others.







Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
 BERGEN
 OLD TAPPAN BORO
 275 OLD TAPPAN RD
 OLD TAPPAN, NJ 07675-7047

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 <p>Staff and Professional Learning:</p>	<p>We are part of a regional consortium that offers educators professional development initiatives throughout the school year, allowing members of our school and surrounding learning communities to build and sustain highly effective practices. Within our school, the Supervisor of Instruction for Curriculum & Educational Technology plays an integral role in ensuring that our faculty and staff receive ongoing, targeted professional development that directly affects student achievement.</p>
 <p>Student Supports and Services:</p>	<p>We support all students. English Language Learners participate in varying levels of our English as a Second Language program. Our Child Study Team works closely with faculty and staff to ensure that students with IEPs and 504s receive all mandated modifications, accommodations, and related services in the least restrictive environment possible. The I&RS team collaboratively addresses the needs of struggling students. Extra help is available for students on a scheduled and requested basis.</p>
 <p>Student Health and Wellness:</p>	<p>Charles DeWolf Middle School adheres to the New Jersey State Physical Education/Health Requirements and is within compliance by scheduling each student to three physical education classes (42 minutes each) per week and a full marking period of comprehensive health education. Our school's advisory program and Choices elective provide students with character education development that emphasizes, stress reduction, positive decision-making, and wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTO, which acts as a collaborative partner, provides input and funding of initiatives, including assembly programs, fundraisers, and building improvement projects. CDW offers involvement opportunities for parents and community members, including technology training, grade-level orientation meetings, and informational sessions. We maintain an online Parent Portal which provides parents with message notifications and student grading, attendance, and scheduling information.</p>




Charles DeWolf Middle School
2016-2017
Grade Span 05-08

03-3850-030
BERGEN
OLD TAPPAN BORO
275 OLD TAPPAN RD
OLD TAPPAN, NJ 07675-7047

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<div><div>Other Information:</div></div>	<p>Charles DeWolf Middle School recognizes the importance of meeting the academic, emotional, and social needs of our middle-level learners. We offer a dynamic curriculum and daily schedule structure that provides the maximum opportunity for peers to experience rich, meaningful educational experiences while building interpersonal connections and relationships</p>
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