



State of New Jersey  
2015-2016

Grade Span 09-12

03-1130-040  
BERGEN  
DUMONT BORO  
Dumont High School  
101 NEW MILFORD AVE  
DUMONT, NJ 07628-2913

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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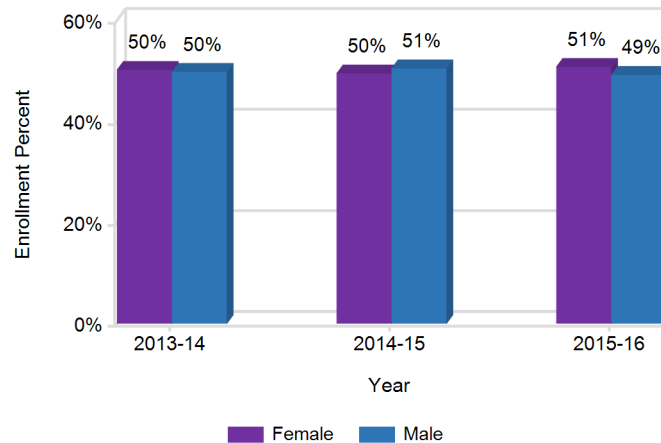
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	212	193	203
Grade 10	203	220	196
Grade 11	199	200	214
Grade 12	216	193	201
UG	3	3	1
<b>Total</b>	<b>833</b>	<b>809</b>	<b>815</b>

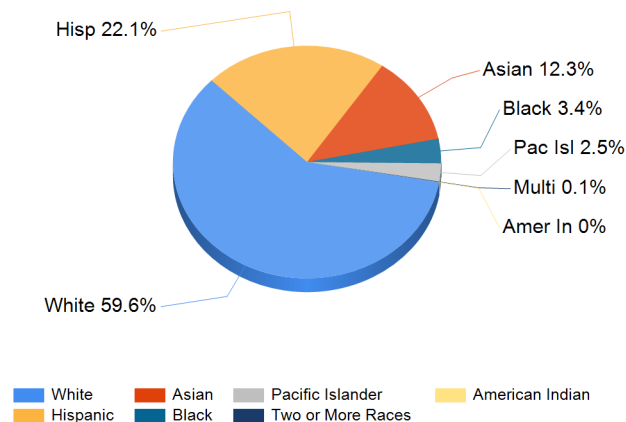
## Enrollment by Gender

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



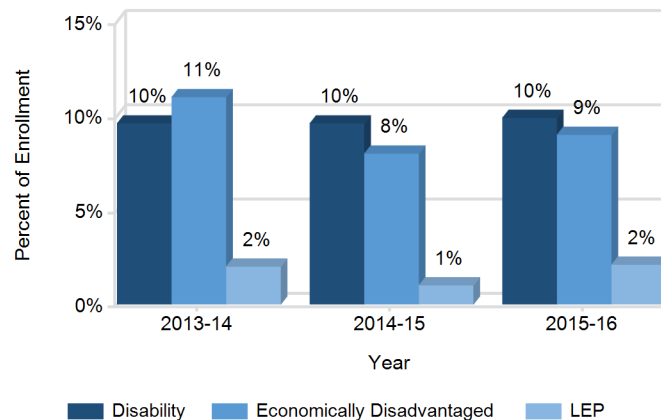
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	71.0%
Spanish	13.9%
Tagalog	2.3%
Filipino	2.0%
Korean	1.3%
Other	9.2%

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



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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	S	89
Mathematics Met or Exceeded Expectations	54%	S	86

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	395	69%	89	99%	✓	397	54%	86	99%	✓
White	228	71%	79	98%	✓	231	55%	78	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	90	61%	94	100%	✓	90	46%	91	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	65	79%	70	100%	✓	64	67%	70	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	201	763	763	746	6%	7%	19%	46%	22%	68%	49%
White	118	767	767	754	3%	7%	16%	50%	24%	74%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	48	753	753	730	10%	10%	27%	38%	15%	52%	34%
Asian	29	769	769	774	7%	3%	10%	48%	31%	79%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	21	731	731	713	19%	24%	24%	29%	5%	33%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	22	750	750	729	14%	9%	18%	50%	9%	59%	31%

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



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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>193</b>	<b>766</b>	<b>766</b>	<b>740</b>	<b>4%</b>	<b>8%</b>	<b>18%</b>	<b>48%</b>	<b>23%</b>	<b>71%</b>	<b>44%</b>
White	109	765	765	747	4%	6%	22%	45%	23%	68%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	42	765	765	726	5%	14%	10%	55%	17%	71%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	15	724	724	702	20%	33%	13%	33%	N	33%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	16	762	762	723	6%	19%	13%	31%	31%	63%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	205	755	755	736	4%	10%	28%	49%	9%	58%	40%
White	130	754	754	739	4%	9%	32%	45%	11%	55%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	48	756	756	732	4%	8%	27%	54%	6%	60%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	21	726	726	710	24%	14%	38%	24%	N	24%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	14	751	751	730	N	7%	43%	50%	N	50%	33%

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

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



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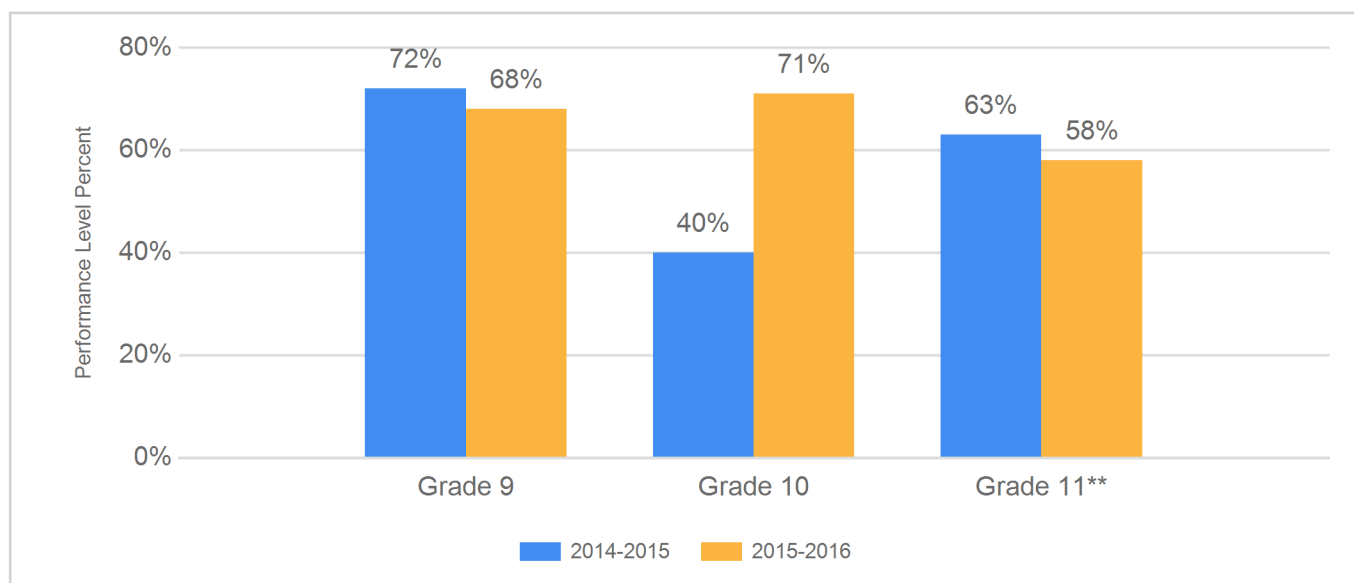
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## PARCC ELA Performance Trends

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



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



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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>152</b>	<b>740</b>	<b>740</b>	<b>727</b>	<b>9%</b>	<b>23%</b>	<b>26%</b>	<b>41%</b>	<b>1%</b>	<b>42%</b>	<b>42%</b>
White	85	744	744	734	5%	25%	22%	48%	N	48%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	43	730	730	720	14%	26%	30%	30%	N	30%	25%
Asian	17	753	753	746	12%	6%	29%	47%	6%	53%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	40%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	18	734	734	719	17%	22%	28%	33%	N	33%	23%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>207</b>	<b>745</b>	<b>745</b>	<b>730</b>	<b>3%</b>	<b>16%</b>	<b>32%</b>	<b>46%</b>	<b>3%</b>	<b>49%</b>	<b>27%</b>
White	125	746	746	736	2%	16%	36%	42%	4%	46%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	46	743	743	720	2%	22%	30%	46%	N	46%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	28%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	14	744	744	719	14%	N	43%	36%	7%	43%	12%

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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>183</b>	<b>737</b>	<b>737</b>	<b>722</b>	<b>18%</b>	<b>21%</b>	<b>25%</b>	<b>34%</b>	<b>3%</b>	<b>37%</b>	<b>27%</b>
White	107	736	736	728	20%	22%	24%	31%	4%	35%	31%
African American	S	S	S	700	S	S	S	S	S	S	9%
Hispanic	39	728	728	707	21%	26%	28%	26%	N	26%	12%
Asian	S	S	S	755	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	35%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	15	737	737	705	20%	7%	33%	40%	N	40%	11%

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 ■ Exceeded Expectations



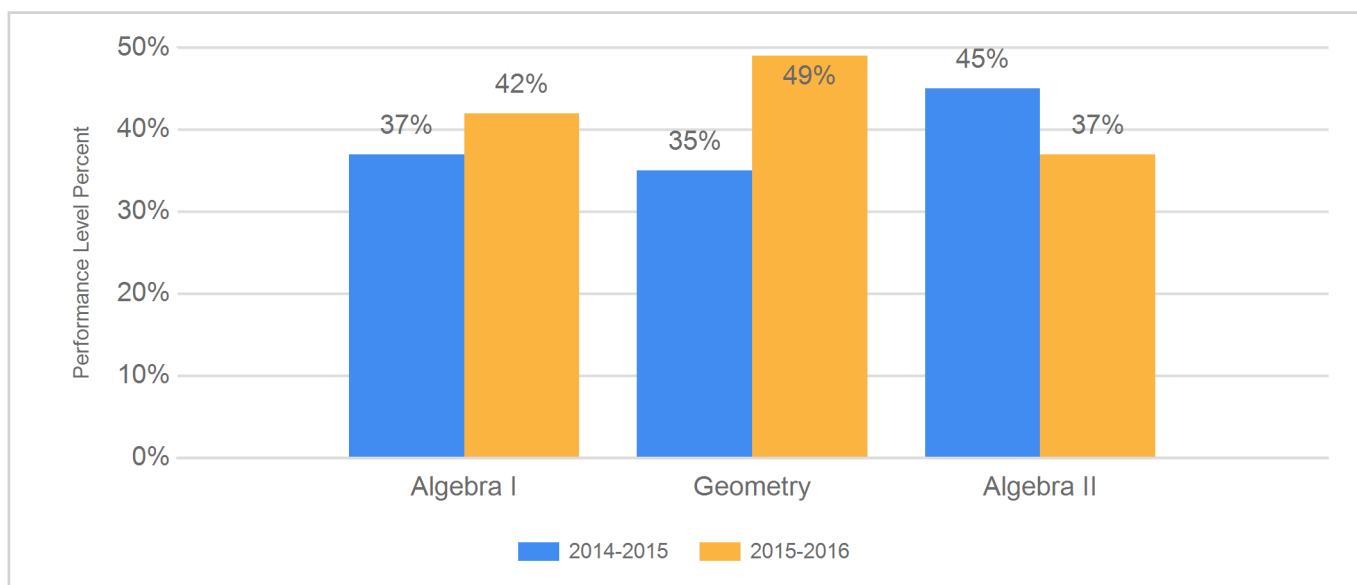
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## PARCC Math Performance Trends

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





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

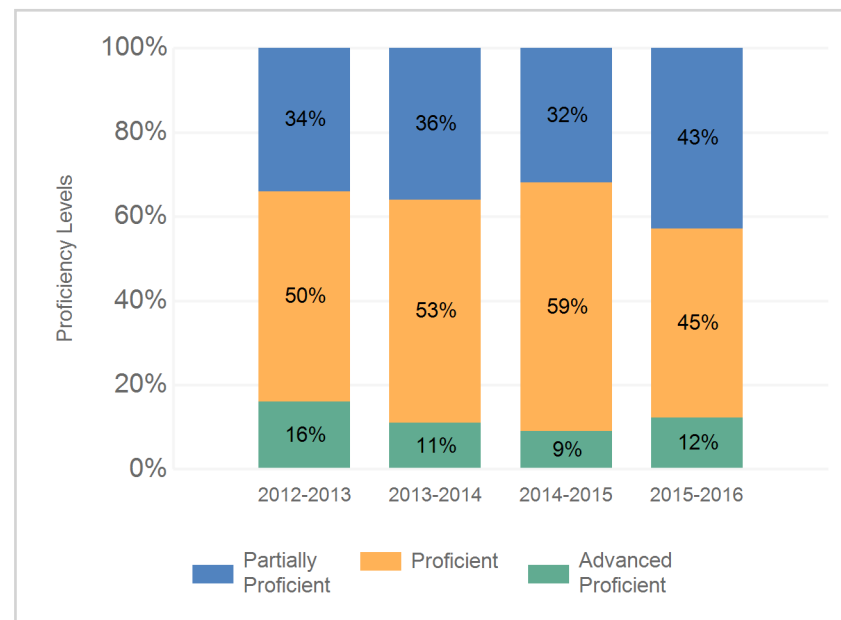
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	45%	43%
White	12%	45%	43%
African American	S	S	S
Hispanic	11%	42%	47%
American Indian	N	N	N
Asian	18%	57%	25%
Two or More Races	S	S	S
Students with Disability	N	8%	92%
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	57%	38%

### Proficiency Trends - Biology

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





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

### PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.5%	58.0%
Percent of Students Participating in ACT	24.9%	27.6%

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	79%	71%
Math	530	60%	53%
<b>ACT</b>	-	-	-
Reading	22	50%	58%
English	18	72%	74%
Math	22	74%	61%
Science	23	42%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	993	950
<b>SAT</b>	-	-
Reading and Writing	546	537
Math	551	538
<b>ACT</b>	-	-
Reading	22	23
English	21	22
Math	23	23
Science	21	22

### PSAT/SAT/ACT Performance by Percentile

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

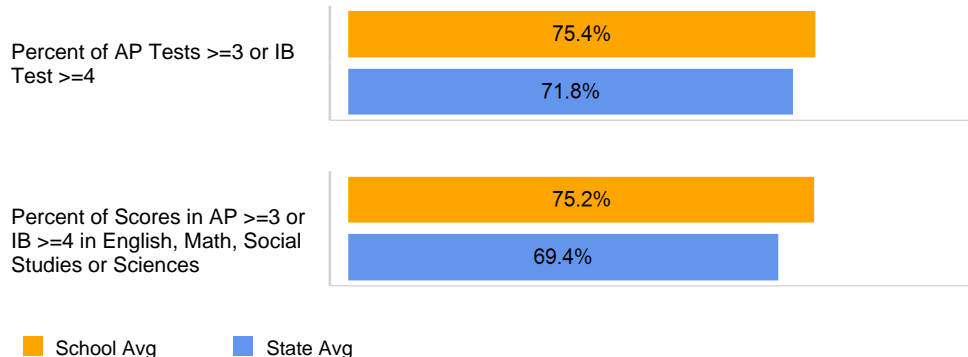
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1080	1000	890
<b>SAT</b>	-	-	-
Reading and Writing	605	545	485
Math	620	550	490
<b>ACT</b>	-	-	-
Reading	26	22	19
English	25	20	17
Math	26	24	21
Science	24	22	19

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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	44.1%	39.1%
One of More Test	45.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	40.7%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	2
AP Biology	44	44
AP Calculus AB	19	19
AP Chemistry	20	20
AP Computer Science A	2	2
AP English Language and Composition	0	8
AP English Literature and Composition	17	17
AP Human Geography	1	1
AP Macroeconomics	1	1
AP Microeconomics	0	1
AP Music Theory	1	1
AP Physics 1	0	43
AP Physics 2	0	9
AP Physics B	43	0
AP Psychology	22	22
AP Spanish Language	19	19
AP Statistics	26	26
AP U.S. Government and Politics	72	72
AP U.S. History	54	54
AP World History	1	1
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		141



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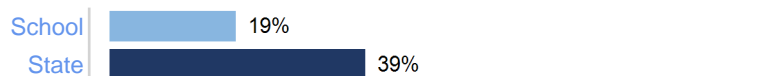
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## Visual and Performing Arts

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

### MUSIC



### DRAMA



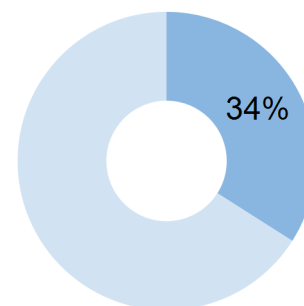
### DANCE



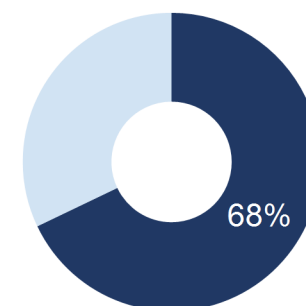
### VISUAL ARTS



### Any Visual and Performing Arts



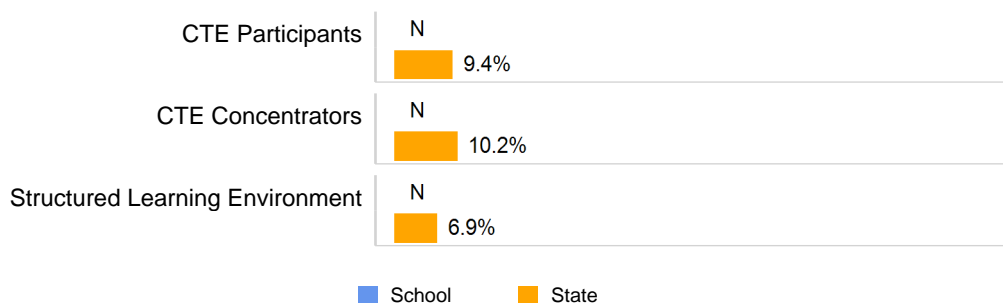
School



State

## Career and Technical Education Participation

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





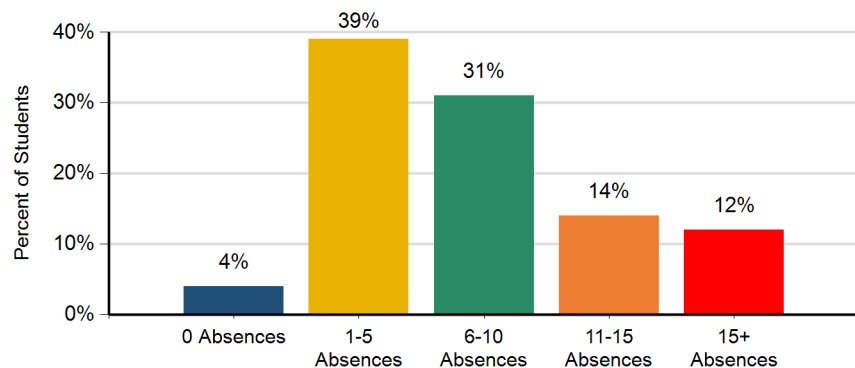
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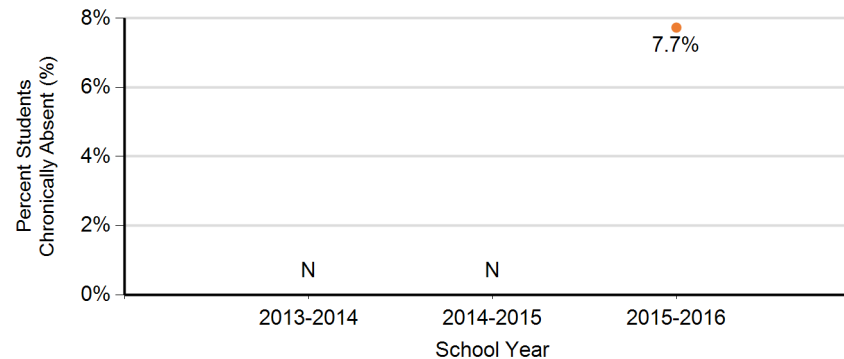
## Absenteeism

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



## Chronic Absenteeism Trend

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







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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	96.6%	80	81%
White	97.6%	74	
African American	S	S	
Hispanic	97.5%	80	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

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

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



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### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	97%	97%
2014	96%	96%
2015	93%	96%
2016	97%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.6%	19.3%	80.7%
White	85.3%	14.1%	85.9%
African American	S	S	S
Hispanic	90.0%	33.3%	66.7%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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### Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	130:1

### Student Suspension Rate

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

	School
2015-16	3.7%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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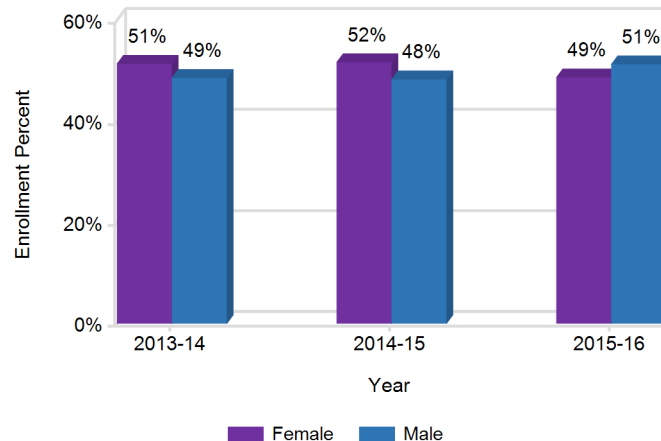
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	57	54	37
Grade 01	69	66	54
Grade 02	50	68	65
Grade 03	50	53	64
Grade 04	52	57	53
Grade 05	68	56	59
UG	20	8	5
<b>Total</b>	<b>366</b>	<b>362</b>	<b>337</b>

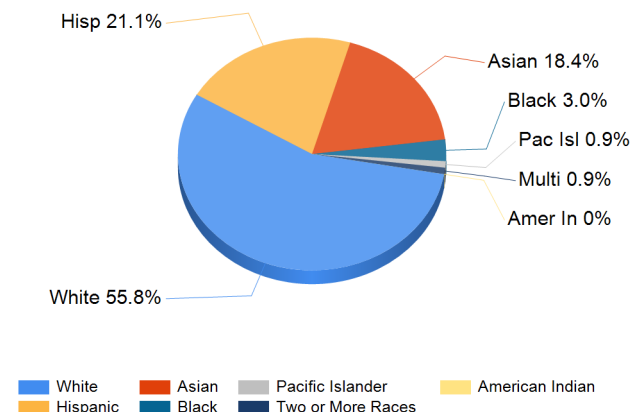
## Enrollment by Gender

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



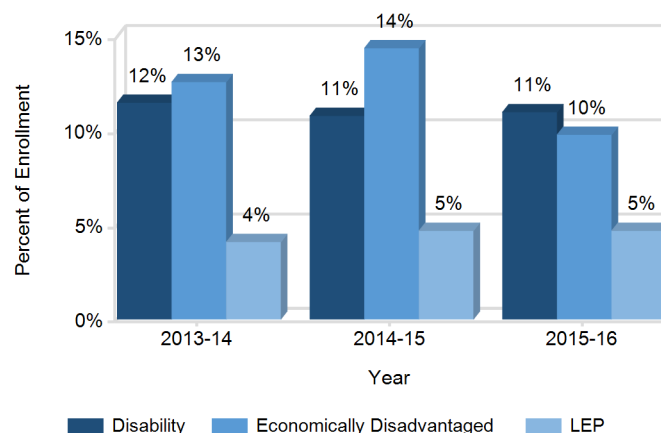
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	66.5%
Spanish	11.3%
Korean	4.5%
Malayalam	3.6%
Tagalog	2.4%
Other	12.0%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	S	76
Mathematics Met or Exceeded Expectations	63%	S	75

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	172	69%	76	96%	✓	172	63%	75	96%	✓
White	92	64%	58	93%	✓	92	60%	62	93%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	40	65%	85	100%	✓	40	45%	70	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	63	768	763	746	2%	10%	19%	56%	14%	70%	48%
White	34	762	758	756	N	12%	24%	56%	9%	65%	58%
African American	S	S	751	727	S	S	S	S	S	S	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	31%
Asian	14	791	788	772	N	7%	7%	50%	36%	86%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	746	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	63	761	760	749	2%	6%	27%	51%	14%	65%	52%
White	34	753	755	757	N	6%	38%	50%	6%	56%	63%
African American	S	S	750	730	S	S	S	S	S	S	31%
Hispanic	S	S	753	736	S	S	S	S	S	S	35%
Asian	14	785	788	777	7%	N	N	50%	43%	93%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	S	S	745	727	S	S	S	S	S	S	28%
English Language Learners	S	S	755	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	50	758	759	750	2%	2%	30%	58%	8%	66%	54%
White	23	752	754	759	4%	N	44%	44%	9%	52%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	15	753	752	737	N	7%	33%	53%	7%	60%	37%
Asian	12	776	776	773	N	N	N	92%	8%	100%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	749	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	752	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	50	753	754	745	N	12%	28%	60%	N	60%	47%
White	23	746	751	752	N	13%	39%	48%	N	48%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	15	750	747	733	N	20%	27%	53%	N	53%	30%
Asian	12	772	771	771	N	N	8%	92%	N	92%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	739	724	S	S	S	S	S	S	22%
English Language Learners	S	S	749	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	746	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations





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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	767	765	751	N	9%	21%	60%	10%	71%	53%
White	34	769	762	758	N	6%	21%	65%	9%	74%	64%
African American	S	S	765	733	S	S	S	S	S	S	32%
Hispanic	15	755	761	738	N	13%	20%	67%	N	67%	37%
Asian	S	S	778	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	13	738	738	723	N	31%	46%	23%	N	23%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	758	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	58	759	758	747	2%	9%	26%	48%	16%	64%	47%
White	34	764	757	753	N	12%	15%	56%	18%	74%	57%
African American	S	S	759	728	S	S	S	S	S	S	24%
Hispanic	15	743	751	735	7%	7%	53%	27%	7%	33%	31%
Asian	S	S	772	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	13	739	738	725	N	23%	46%	31%	N	31%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	750	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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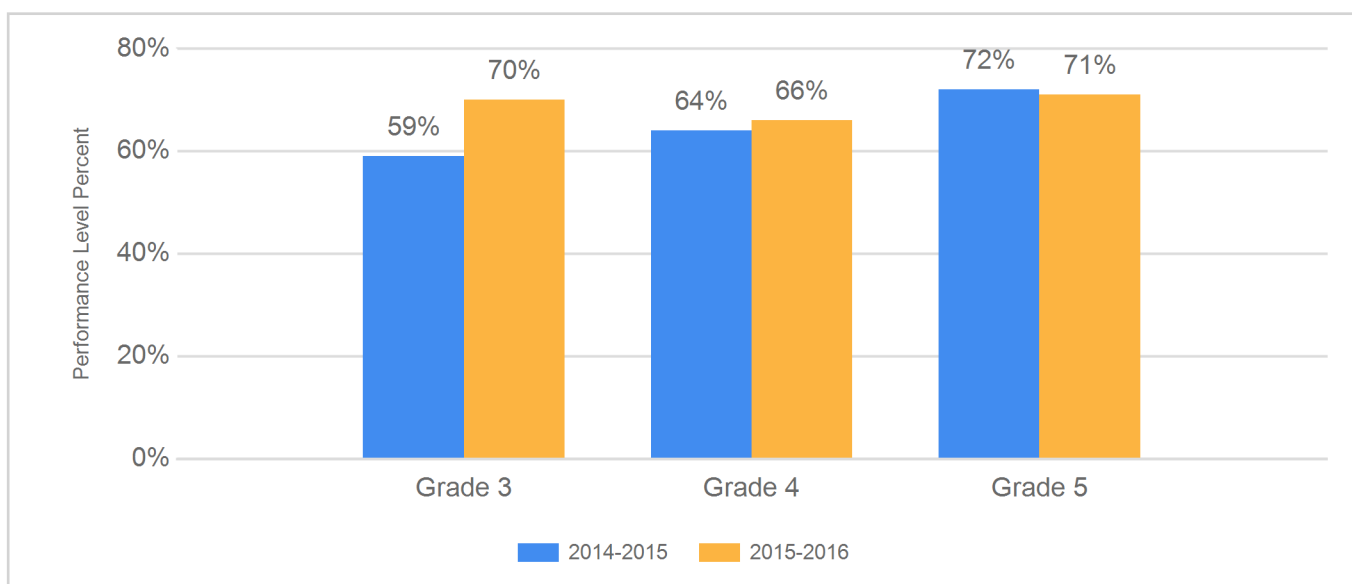
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## PARCC ELA Performance Trends

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





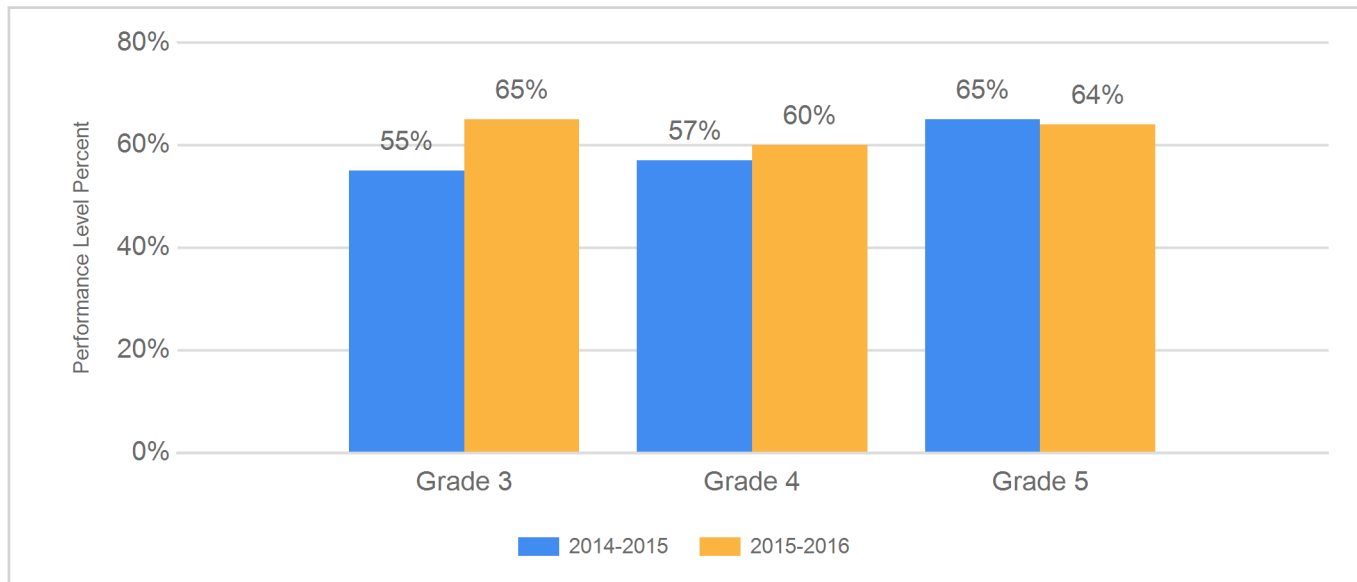
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## PARCC Math Performance Trends

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





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

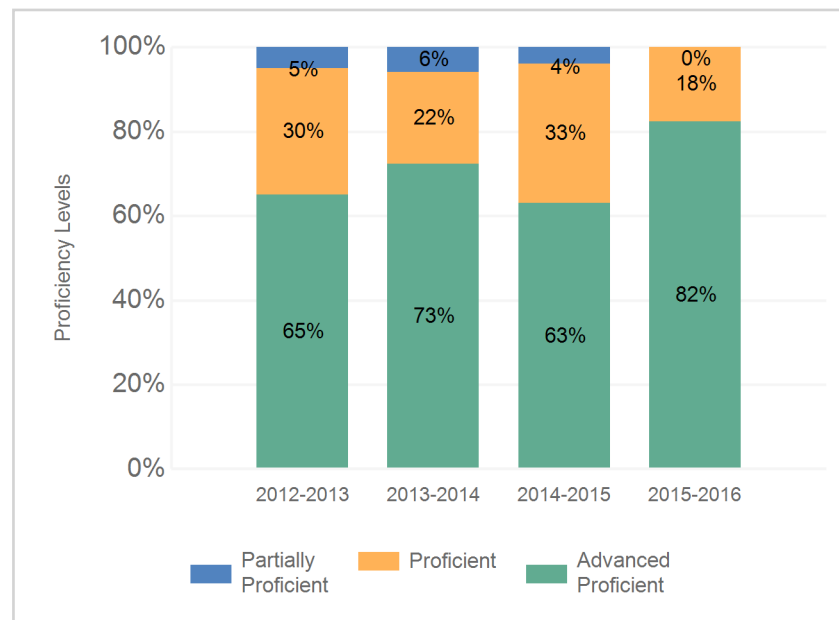
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	82%	18%	N
White	76%	24%	N
African American	N	N	N
Hispanic	79%	21%	N
American Indian	N	N	N
Asian	100%	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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## Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	S	50
Student Growth on Math	52	S	50

## Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	13%	8%	5%
Met (L4)	21%	23%	16%
Exceeded (L5)	1%	1%	8%

## Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	8%	0%	3%
Approached (L3)	8%	12%	6%
Met (L4)	15%	19%	20%
Exceeded (L5)	0%	3%	6%



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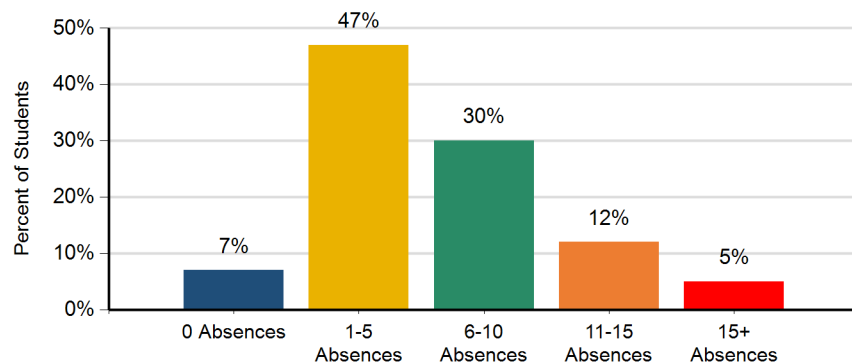
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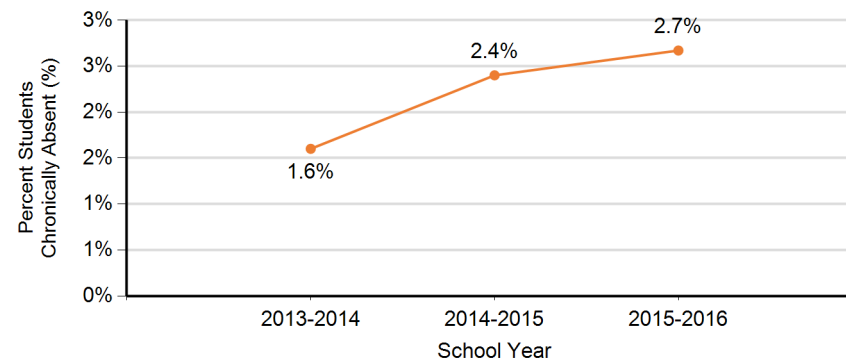
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span KF-05

03-1130-050  
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### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	337:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	98%





State of New Jersey  
2015-2016

Grade Span KF-08

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## 2015-2016 School Performance Reports

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

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

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

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



State of New Jersey  
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Grade Span KF-08

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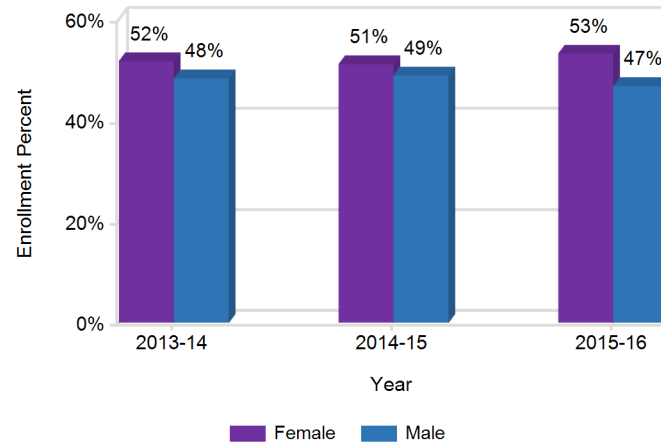
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	54	42	37
Grade 01	43	53	45
Grade 02	41	40	53
Grade 03	59	39	40
Grade 04	61	59	36
Grade 05	54	62	58
Grade 06	122	123	115
Grade 07	122	122	117
Grade 08	122	125	121
UG	1	1	0
<b>Total</b>	<b>679</b>	<b>666</b>	<b>622</b>

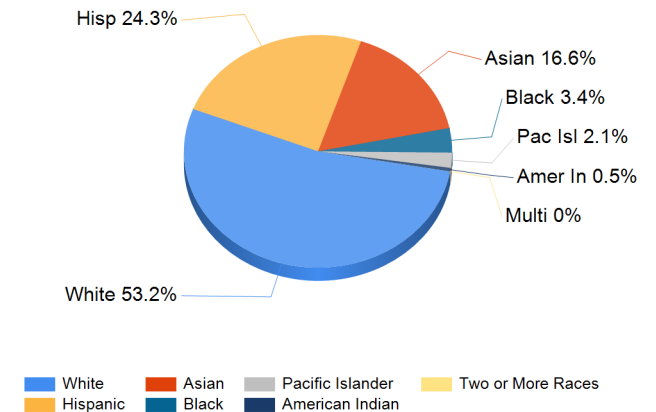
## Enrollment by Gender

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



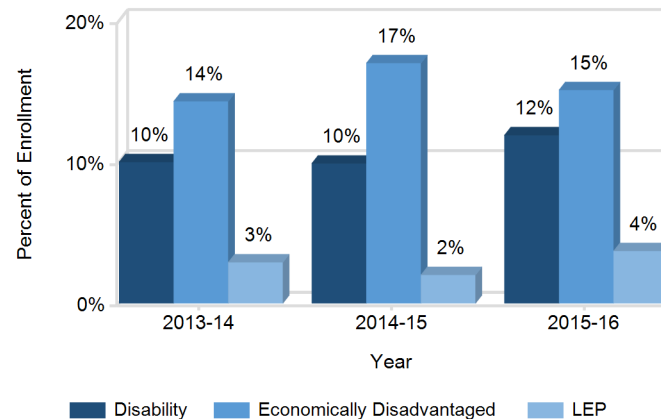
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	71.2%
Spanish	11.6%
Tagalog	2.6%
Filipino	2.3%
Chinese	2.1%
Other	10.5%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	S	84
Mathematics Met or Exceeded Expectations	62%	S	74

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	484	74%	84	99%	✓	485	62%	74	99%	✓
White	265	69%	67	99%	✓	265	58%	57	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	109	75%	93	99%	✓	110	53%	80	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	96	87%	64	100%	✓	96	85%	62	100%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	53	40%	87	98%	✓	53	28%	73	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	62	55%	86	97%	✓	62	53%	92	97%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	40	749	763	746	N	20%	30%	48%	3%	50%	48%
White	27	742	758	756	N	26%	33%	41%	N	41%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	758	730	S	S	S	S	S	S	31%
Asian	S	S	788	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	S	S	751	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	746	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	40	755	760	749	8%	10%	23%	45%	15%	60%	52%
White	27	749	755	757	7%	11%	26%	48%	7%	56%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	753	736	S	S	S	S	S	S	35%
Asian	S	S	788	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	745	727	S	S	S	S	S	S	28%
English Language Learners	S	S	755	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	35	770	759	750	3%	3%	11%	57%	26%	83%	54%
White	13	764	754	759	8%	N	15%	62%	15%	77%	64%
African American	S	S	768	733	S	S	S	S	S	S	33%
Hispanic	11	757	752	737	N	9%	18%	73%	N	73%	37%
Asian	S	S	776	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	752	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	35	762	754	745	N	6%	26%	60%	9%	69%	47%
White	13	767	751	752	N	8%	8%	77%	8%	85%	57%
African American	S	S	756	727	S	S	S	S	S	S	24%
Hispanic	11	741	747	733	N	9%	64%	27%	N	27%	30%
Asian	S	S	771	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	739	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	746	730	S	S	S	S	S	S	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	763	765	751	3%	7%	21%	59%	10%	69%	53%
White	31	758	762	758	3%	7%	26%	58%	7%	65%	64%
African American	S	S	765	733	S	S	S	S	S	S	32%
Hispanic	15	767	761	738	N	7%	13%	73%	7%	80%	37%
Asian	S	S	778	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	738	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	11	754	758	735	N	27%	18%	46%	9%	55%	33%
PARCC MATH											
<b>Schoolwide</b>	58	756	758	747	2%	14%	35%	36%	14%	50%	47%
White	31	748	757	753	3%	23%	36%	26%	13%	39%	57%
African American	S	S	759	728	S	S	S	S	S	S	24%
Hispanic	15	758	751	735	N	7%	33%	47%	13%	60%	31%
Asian	S	S	772	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	738	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	11	751	750	732	N	18%	27%	55%	N	55%	28%

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



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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	114	771	767	750	1%	6%	15%	53%	25%	78%	52%
White	64	767	765	756	2%	9%	16%	55%	19%	73%	61%
African American	S	S	781	732	S	S	S	S	S	S	31%
Hispanic	28	767	763	738	N	4%	18%	57%	21%	79%	37%
Asian	17	788	779	772	N	N	6%	47%	47%	94%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	12	744	731	719	8%	33%	17%	33%	8%	42%	15%
English Language Learners	S	S	730	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	15	754	752	735	7%	N	33%	47%	13%	60%	33%
PARCC MATH											
<b>Schoolwide</b>	115	757	753	743	4%	10%	25%	48%	14%	62%	43%
White	64	753	750	750	3%	13%	25%	52%	8%	59%	53%
African American	S	S	750	724	S	S	S	S	S	S	20%
Hispanic	29	750	745	730	7%	10%	31%	41%	10%	52%	26%
Asian	17	784	773	768	N	N	12%	47%	41%	88%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	12	724	718	717	25%	33%	17%	25%	N	25%	13%
English Language Learners	S	S	729	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	15	740	736	728	7%	7%	47%	40%	N	40%	23%

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



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## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	116	766	766	753	2%	3%	21%	50%	24%	74%	56%
White	62	762	764	760	3%	7%	21%	48%	21%	69%	65%
African American	S	S	757	733	S	S	S	S	S	S	35%
Hispanic	S	S	763	739	S	S	S	S	S	S	41%
Asian	27	776	777	781	N	N	15%	52%	33%	85%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	13	752	739	716	8%	8%	31%	39%	15%	54%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	15	756	760	735	7%	N	47%	20%	27%	47%	37%
PARCC MATH											
<b>Schoolwide</b>	116	756	755	740	2%	10%	29%	47%	13%	60%	39%
White	62	753	753	747	2%	13%	29%	44%	13%	57%	47%
African American	S	S	738	724	S	S	S	S	S	S	19%
Hispanic	S	S	751	729	S	S	S	S	S	S	23%
Asian	27	770	767	763	N	4%	11%	63%	22%	85%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	13	733	727	713	N	23%	62%	15%	N	15%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	15	751	747	727	N	27%	20%	40%	13%	53%	21%

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





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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	120	773	773	753	3%	8%	12%	52%	27%	78%	55%
White	67	769	768	759	5%	10%	9%	49%	27%	76%	63%
African American	N	N	N	732	N	N	N	N	N	N	34%
Hispanic	29	770	772	740	N	7%	17%	59%	17%	76%	43%
Asian	24	787	789	780	N	N	13%	50%	38%	88%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	725	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	11	754	748	736	9%	9%	27%	46%	9%	55%	38%
**PARCC MATH											
<b>Schoolwide</b>	85	751	749	726	8%	9%	21%	59%	2%	61%	26%
White	51	747	745	732	8%	10%	28%	55%	N	55%	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	23	748	750	721	9%	13%	13%	61%	4%	65%	20%
Asian	11	771	768	745	9%	N	9%	73%	9%	82%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	716	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	729	718	S	S	S	S	S	S	18%

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

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

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



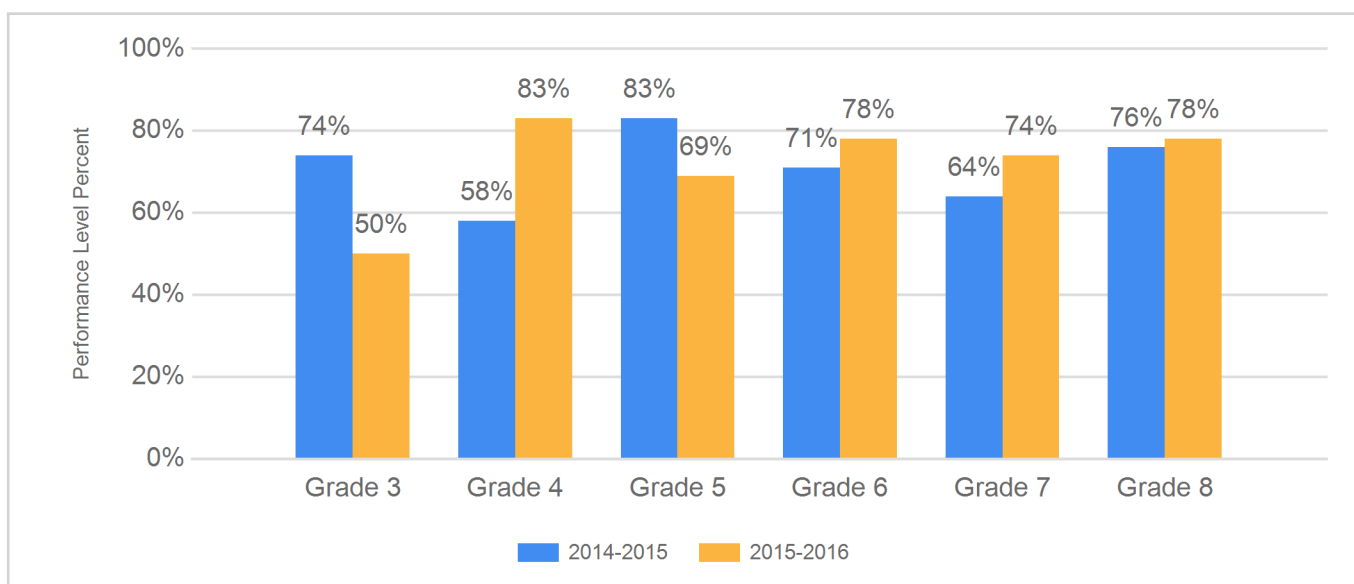
State of New Jersey  
2015-2016

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## PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>35</b>	<b>782</b>	<b>786</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>3%</b>	<b>86%</b>	<b>11%</b>	<b>97%</b>	<b>42%</b>
White	16	772	780	772	N	N	6%	94%	N	94%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	788	746	S	S	S	S	S	S	25%
Asian	S	S	794	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



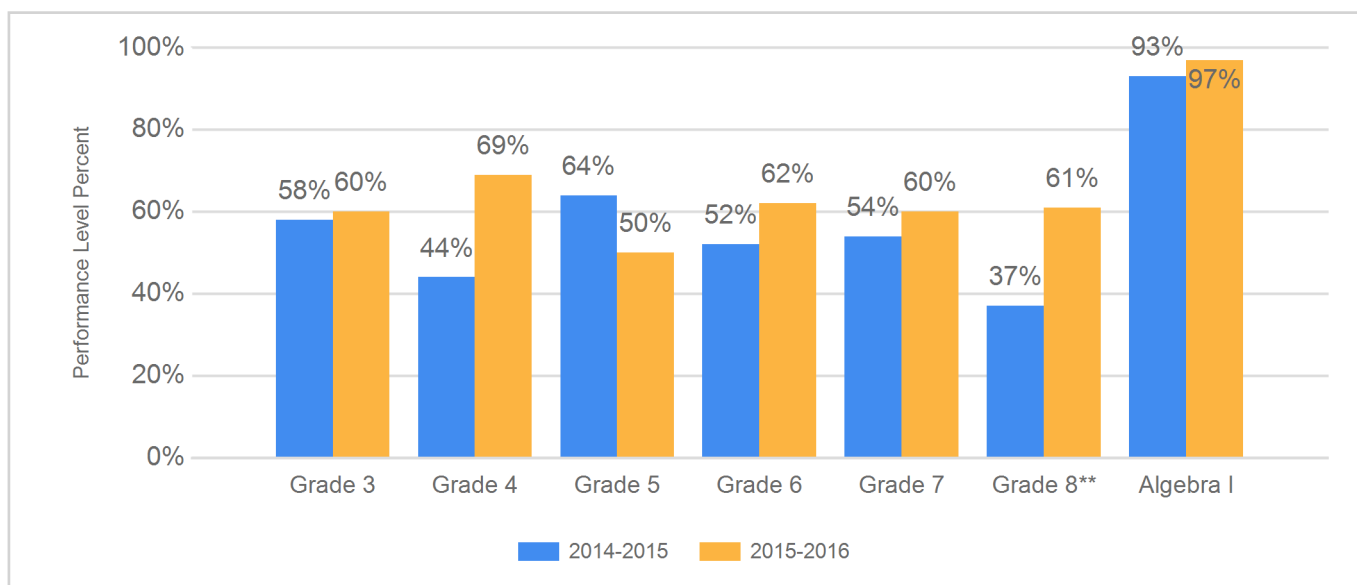
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## PARCC Math Performance Trends

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



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



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

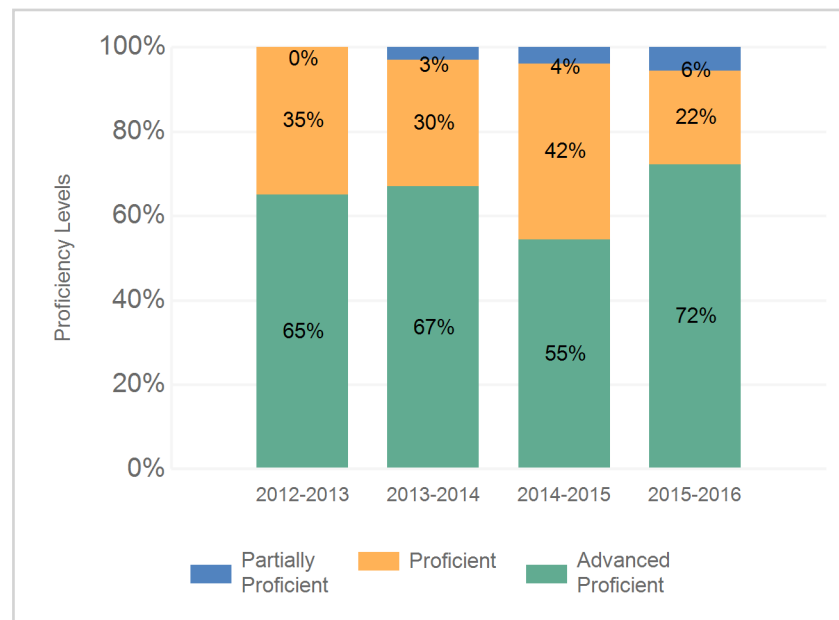
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	72%	22%	6%
White	77%	23%	N
African American	S	S	S
Hispanic	50%	33%	17%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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

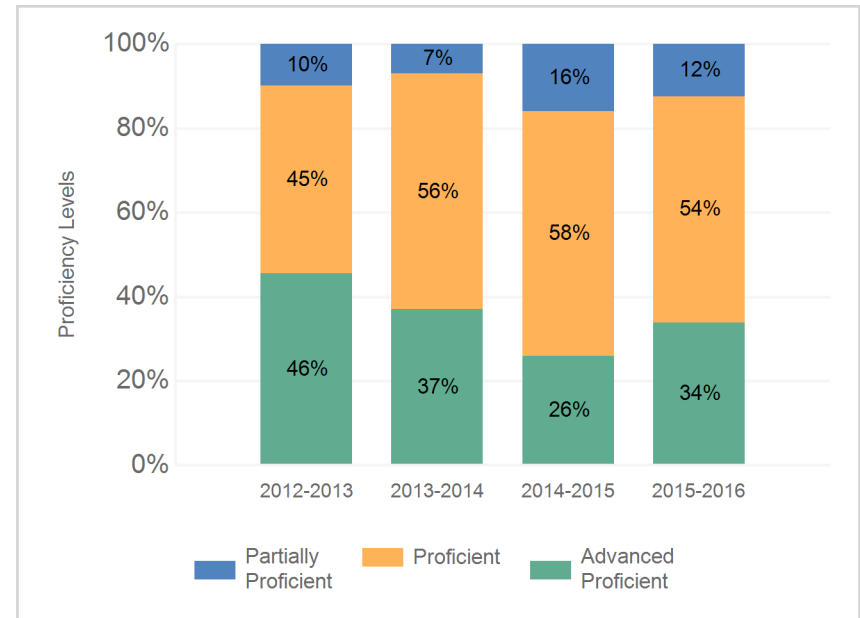
## NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	34%	54%	12%
White	28%	59%	13%
African American	N	N	N
Hispanic	31%	55%	14%
American Indian	N	N	N
Asian	54%	38%	8%
Two or More Races	N	N	N
Students with Disability	9%	27%	64%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	46%	36%

## NJASK Proficiency Trends Science - Grade Level 08

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	S	50
Student Growth on Math	60	S	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	4%	1%	0%
Approached (L3)	6%	6%	4%
Met (L4)	11%	18%	23%
Exceeded (L5)	1%	7%	17%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	4%	3%	2%
Approached (L3)	10%	10%	6%
Met (L4)	8%	17%	26%
Exceeded (L5)	1%	1%	9%





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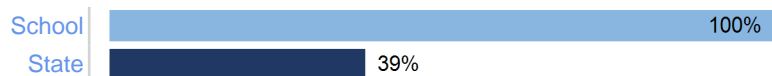
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## Visual and Performing Arts

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

### MUSIC



### DRAMA



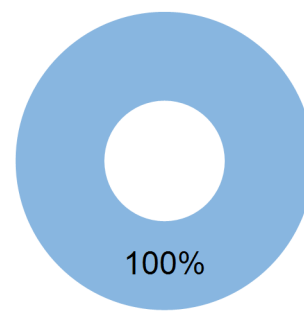
### DANCE



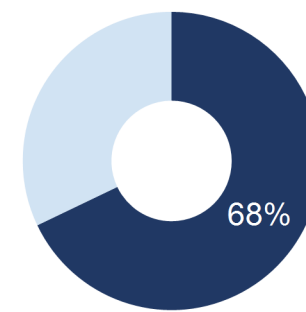
### VISUAL ARTS



### Any Visual and Performing Arts



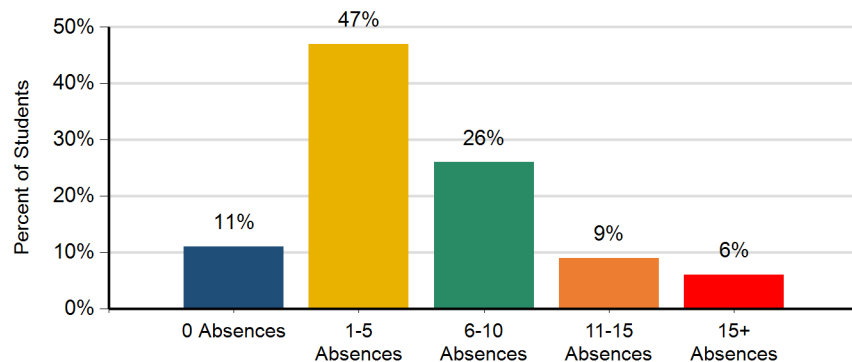
School



State

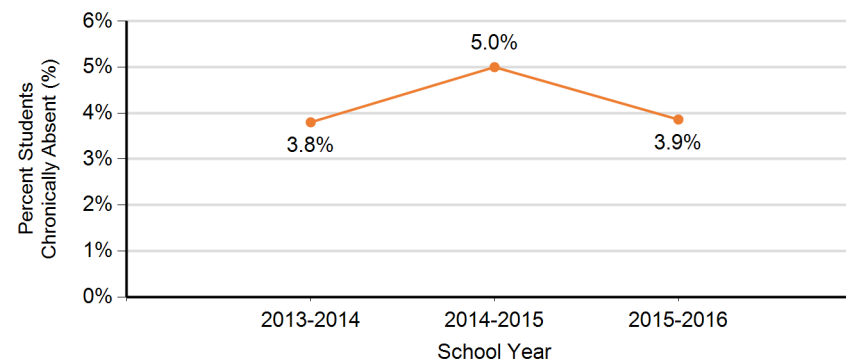
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	506:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



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## 2015-2016 School Performance Reports

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

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

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

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



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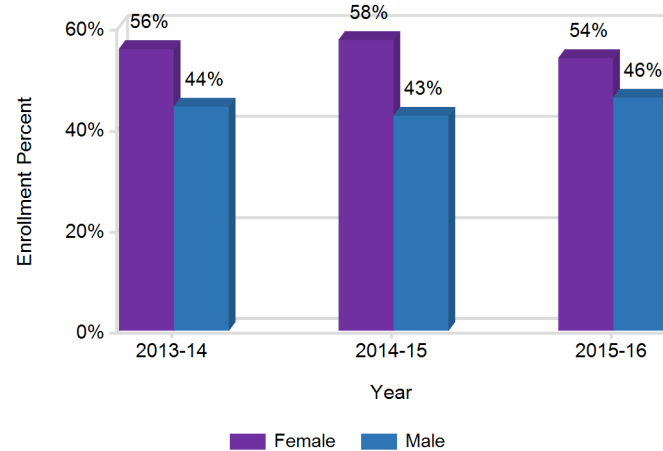
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	32	30	19
Grade 01	34	30	35
Grade 02	33	37	33
Grade 03	31	37	39
Grade 04	34	29	38
Grade 05	46	37	27
UG	0	0	0
Total	210	200	191

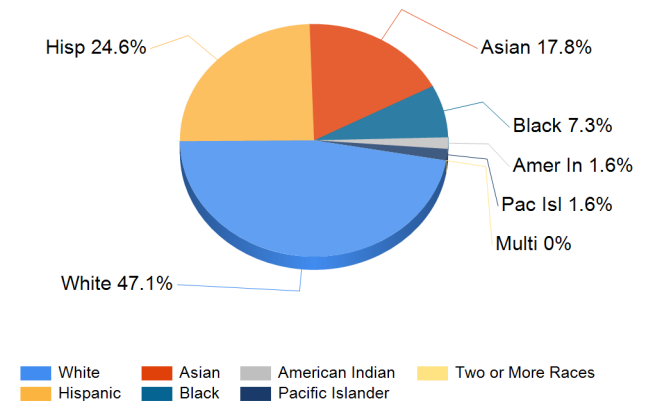
## Enrollment by Gender

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



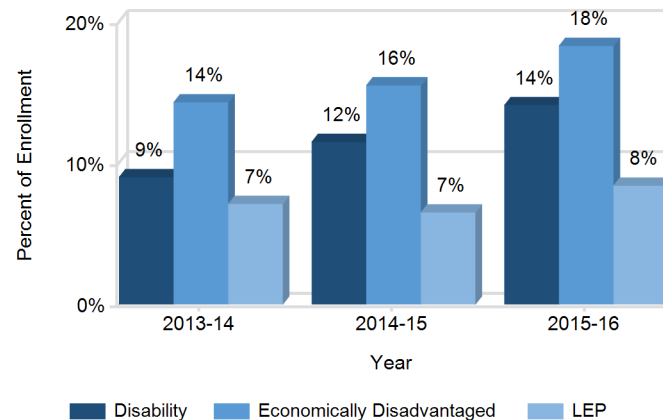
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	61.3%
Spanish	20.9%
Tagalog	3.1%
Malayalam	2.1%
Urdu	2.1%
Other	10.2%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	S	74
Mathematics Met or Exceeded Expectations	53%	S	59

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	103	68%	74	100%	✓	103	53%	59	100%	✓
White	53	64%	56	100%	✓	53	57%	54	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	38	762	763	746	3%	8%	26%	47%	16%	63%	48%
White	20	758	758	756	N	10%	25%	60%	5%	65%	58%
African American	S	S	751	727	S	S	S	S	S	S	30%
Hispanic	11	760	758	730	9%	N	27%	46%	18%	64%	31%
Asian	S	S	788	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	S	S	751	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	746	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	38	760	760	749	N	5%	45%	32%	18%	50%	52%
White	20	756	755	757	N	5%	40%	45%	10%	55%	63%
African American	S	S	750	730	S	S	S	S	S	S	31%
Hispanic	11	755	753	736	N	9%	55%	18%	18%	36%	35%
Asian	S	S	788	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	745	727	S	S	S	S	S	S	28%
English Language Learners	S	S	755	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	37	756	759	750	N	14%	30%	41%	16%	57%	54%
White	20	752	754	759	N	15%	35%	40%	10%	50%	64%
African American	S	S	768	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	S	S	776	773	S	S	S	S	S	S	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	752	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	37	752	754	745	N	11%	41%	43%	5%	49%	47%
White	20	748	751	752	N	15%	35%	45%	5%	50%	57%
African American	S	S	756	727	S	S	S	S	S	S	24%
Hispanic	S	S	747	733	S	S	S	S	S	S	30%
Asian	S	S	771	771	S	S	S	S	S	S	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	739	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	746	730	S	S	S	S	S	S	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	28	770	765	751	N	7%	4%	82%	7%	89%	53%
White	13	765	762	758	N	15%	N	77%	8%	85%	64%
African American	S	S	765	733	S	S	S	S	S	S	32%
Hispanic	S	S	761	738	S	S	S	S	S	S	37%
Asian	S	S	778	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	738	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	758	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	28	766	758	747	N	N	36%	39%	25%	64%	47%
White	13	764	757	753	N	N	31%	46%	23%	69%	57%
African American	S	S	759	728	S	S	S	S	S	S	24%
Hispanic	S	S	751	735	S	S	S	S	S	S	31%
Asian	S	S	772	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	738	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	750	732	S	S	S	S	S	S	28%

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





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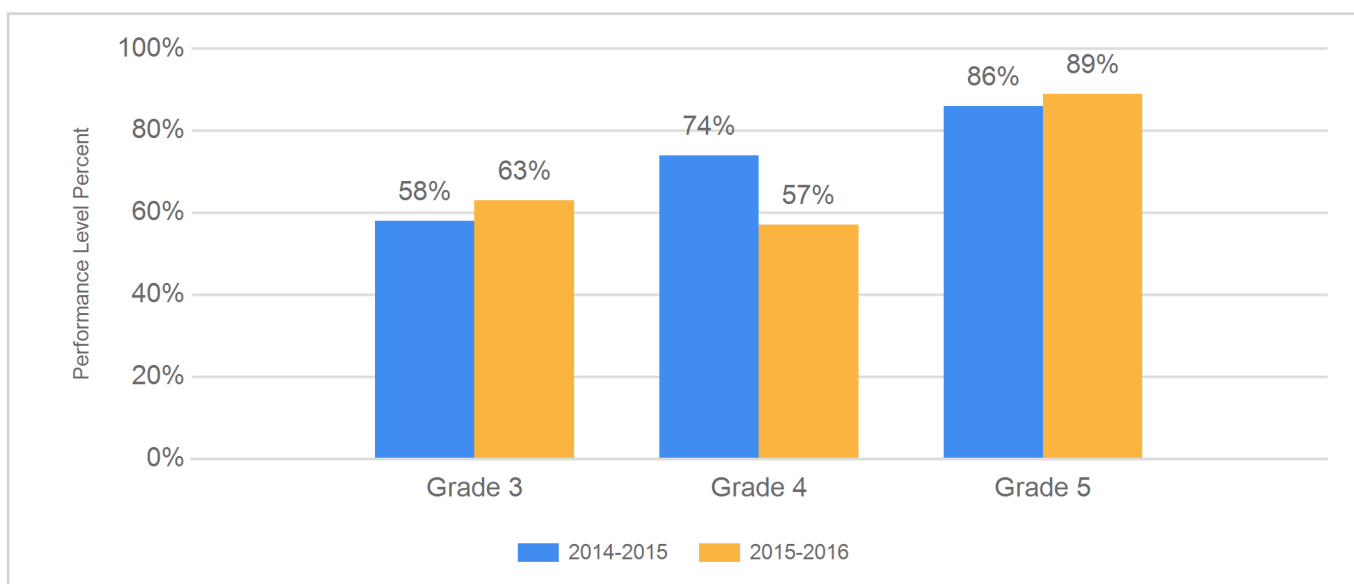
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## PARCC ELA Performance Trends

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





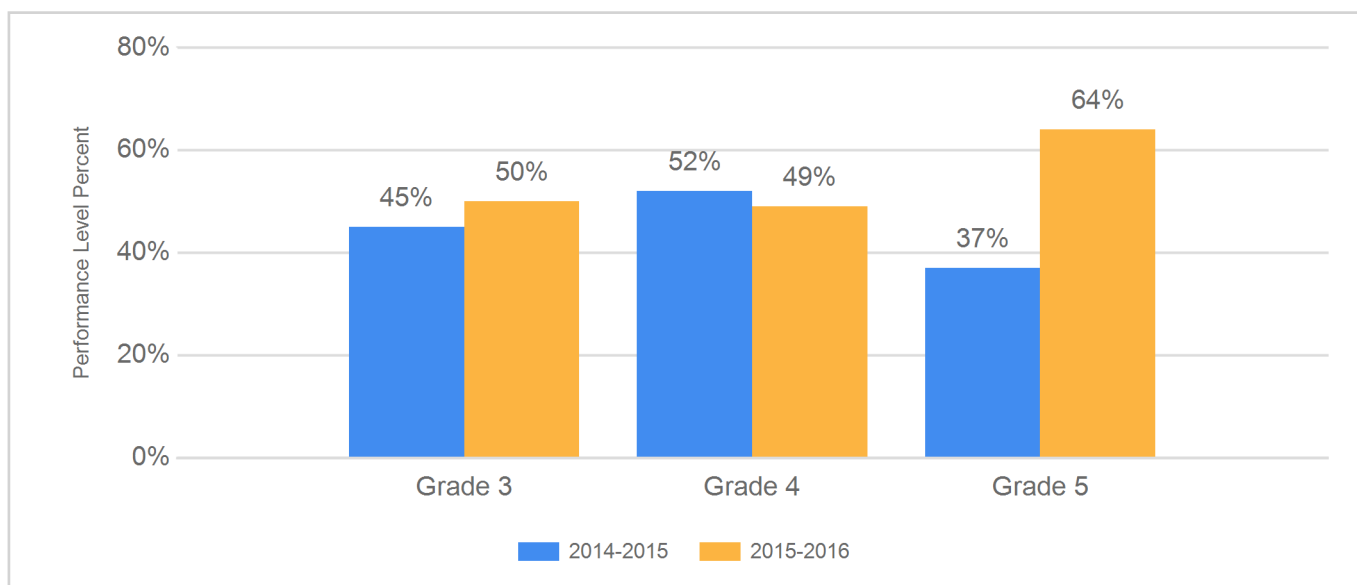
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## PARCC Math Performance Trends

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





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

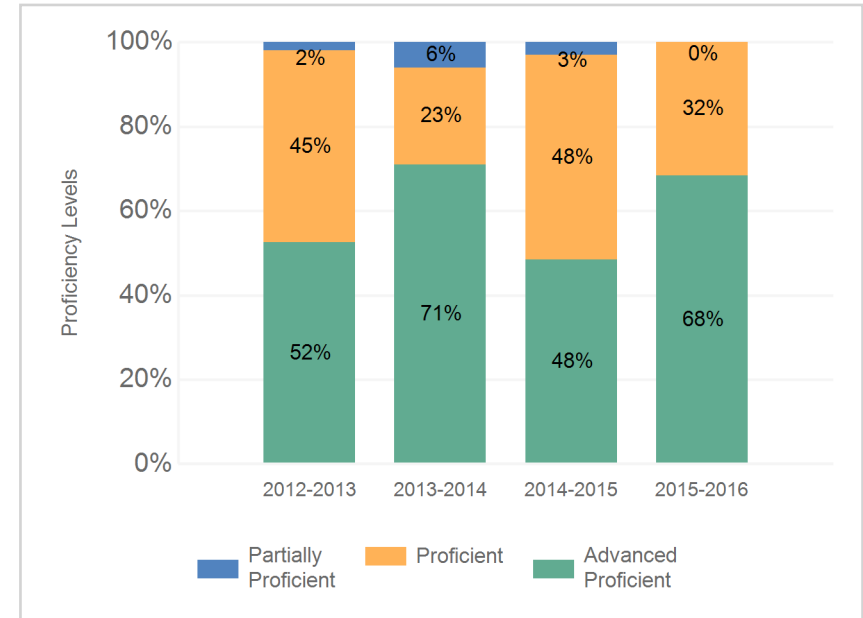
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	32%	N
White	70%	30%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	55%	46%	N

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	S	50
Student Growth on Math	56	S	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	10%	0%	0%
Approached (L3)	13%	3%	0%
Met (L4)	13%	26%	21%
Exceeded (L5)	2%	0%	11%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	7%	0%	0%
Approached (L3)	8%	23%	7%
Met (L4)	13%	10%	20%
Exceeded (L5)	0%	3%	10%



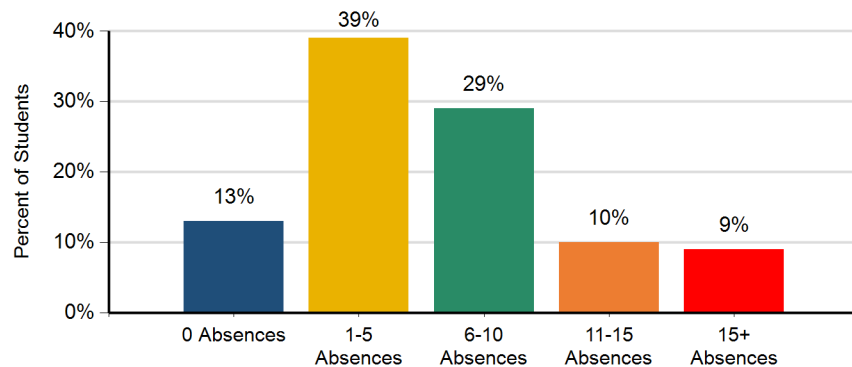
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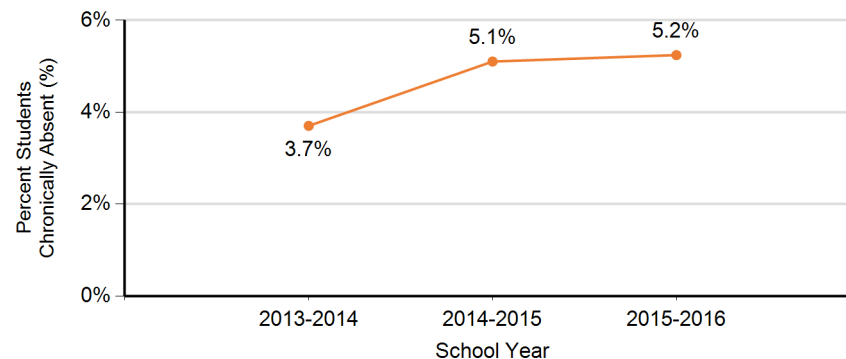
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	191:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)





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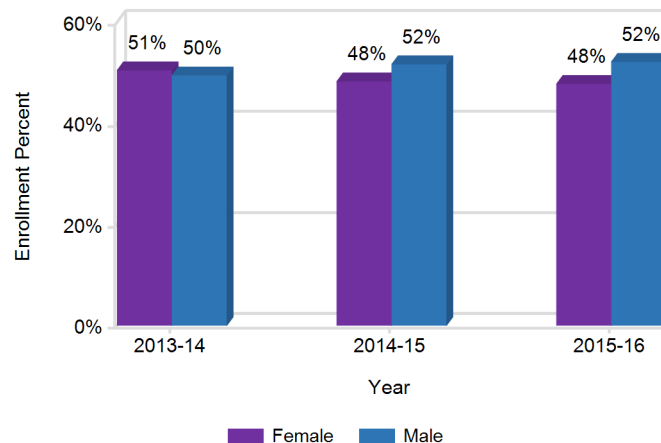
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	34	33	40
Grade KG	33	42	34
Grade 01	34	33	41
Grade 02	42	35	33
Grade 03	40	45	36
Grade 04	36	41	45
Grade 05	37	37	44
Grade 06	82	92	80
Grade 07	79	82	92
Grade 08	86	79	82
UG	10	13	13
<b>Total</b>	<b>513</b>	<b>532</b>	<b>540</b>

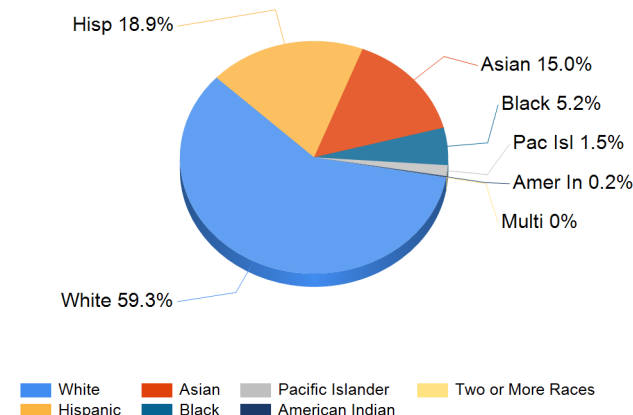
## Enrollment by Gender

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



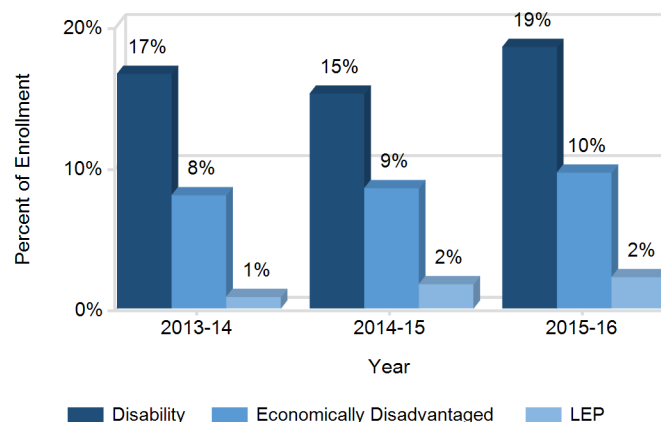
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	70.0%
Spanish	13.7%
Malayalam	2.6%
Tagalog	2.2%
Korean	2.0%
Other	9.9%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	S	86
Mathematics Met or Exceeded Expectations	59%	S	70

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	383	75%	86	98%	✓	383	59%	70	98%	✓
White	235	70%	69	98%	✓	234	55%	51	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	68	78%	95	99%	✓	69	57%	84	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	58	93%	75	100%	✓	58	86%	64	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	65	26%	66	93%	X	64	20%	59	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	36	773	763	746	N	14%	14%	53%	19%	72%	48%
White	27	770	758	756	N	19%	15%	44%	22%	67%	58%
African American	S	S	751	727	S	S	S	S	S	S	30%
Hispanic	S	S	758	730	S	S	S	S	S	S	31%
Asian	S	S	788	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	744	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	746	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	36	767	760	749	N	8%	25%	39%	28%	67%	52%
White	27	762	755	757	N	11%	30%	37%	22%	59%	63%
African American	S	S	750	730	S	S	S	S	S	S	31%
Hispanic	S	S	753	736	S	S	S	S	S	S	35%
Asian	S	S	788	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	S	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	45	754	759	750	N	13%	24%	58%	4%	62%	54%
White	30	753	754	759	N	13%	30%	53%	3%	57%	64%
African American	S	S	768	733	S	S	S	S	S	S	33%
Hispanic	S	S	752	737	S	S	S	S	S	S	37%
Asian	S	S	776	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	749	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	752	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	45	753	754	745	2%	4%	33%	60%	N	60%	47%
White	30	749	751	752	3%	3%	40%	53%	N	53%	57%
African American	S	S	756	727	S	S	S	S	S	S	24%
Hispanic	S	S	747	733	S	S	S	S	S	S	30%
Asian	S	S	771	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	739	724	S	S	S	S	S	S	22%
English Language Learners	S	S	749	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	746	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	41	762	765	751	N	5%	22%	68%	5%	73%	53%
White	24	758	762	758	N	4%	38%	54%	4%	58%	64%
African American	S	S	765	733	S	S	S	S	S	S	32%
Hispanic	S	S	761	738	S	S	S	S	S	S	37%
Asian	S	S	778	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	738	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	758	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	41	755	758	747	N	10%	34%	51%	5%	56%	47%
White	24	754	757	753	N	8%	38%	50%	4%	54%	57%
African American	S	S	759	728	S	S	S	S	S	S	24%
Hispanic	S	S	751	735	S	S	S	S	S	S	31%
Asian	S	S	772	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	738	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	750	732	S	S	S	S	S	S	28%

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



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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	81	762	767	750	4%	6%	14%	67%	10%	77%	52%
White	48	762	765	756	2%	8%	15%	63%	13%	75%	61%
African American	S	S	781	732	S	S	S	S	S	S	31%
Hispanic	17	757	763	738	6%	6%	18%	71%	N	71%	37%
Asian	S	S	779	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	731	719	S	S	S	S	S	S	15%
English Language Learners	S	S	730	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	752	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	81	746	753	743	4%	11%	35%	46%	5%	51%	43%
White	47	747	750	750	2%	11%	38%	43%	6%	49%	53%
African American	S	S	750	724	S	S	S	S	S	S	20%
Hispanic	18	737	745	730	11%	17%	28%	39%	6%	44%	26%
Asian	S	S	773	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	718	717	S	S	S	S	S	S	13%
English Language Learners	S	S	729	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	736	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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Grade Span 3H-08

## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	93	767	766	753	3%	3%	16%	52%	26%	77%	56%
White	54	768	764	760	4%	4%	15%	52%	26%	78%	65%
African American	S	S	757	733	S	S	S	S	S	S	35%
Hispanic	17	762	763	739	N	6%	24%	53%	18%	71%	41%
Asian	S	S	777	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	739	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	764	760	735	8%	N	15%	54%	23%	77%	37%
PARCC MATH											
<b>Schoolwide</b>	93	753	755	740	3%	10%	24%	57%	7%	63%	39%
White	54	753	753	747	2%	11%	26%	54%	7%	61%	47%
African American	S	S	738	724	S	S	S	S	S	S	19%
Hispanic	17	755	751	729	N	6%	29%	65%	N	65%	23%
Asian	S	S	767	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	727	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	742	747	727	15%	15%	15%	54%	N	54%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	84	774	773	753	5%	7%	7%	49%	32%	81%	55%
White	49	767	768	759	8%	12%	6%	45%	29%	74%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	19	776	772	740	N	N	5%	63%	32%	95%	43%
Asian	S	S	789	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	12	717	725	715	33%	25%	25%	17%	N	17%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	748	736	S	S	S	S	S	S	38%
**PARCC MATH											
<b>Schoolwide</b>	58	746	749	726	9%	7%	38%	47%	N	47%	26%
White	37	741	745	732	14%	8%	38%	41%	N	41%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	14	752	750	721	N	N	50%	50%	N	50%	20%
Asian	S	S	768	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	12	721	716	704	25%	25%	33%	17%	N	17%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	729	718	S	S	S	S	S	S	18%

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

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

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





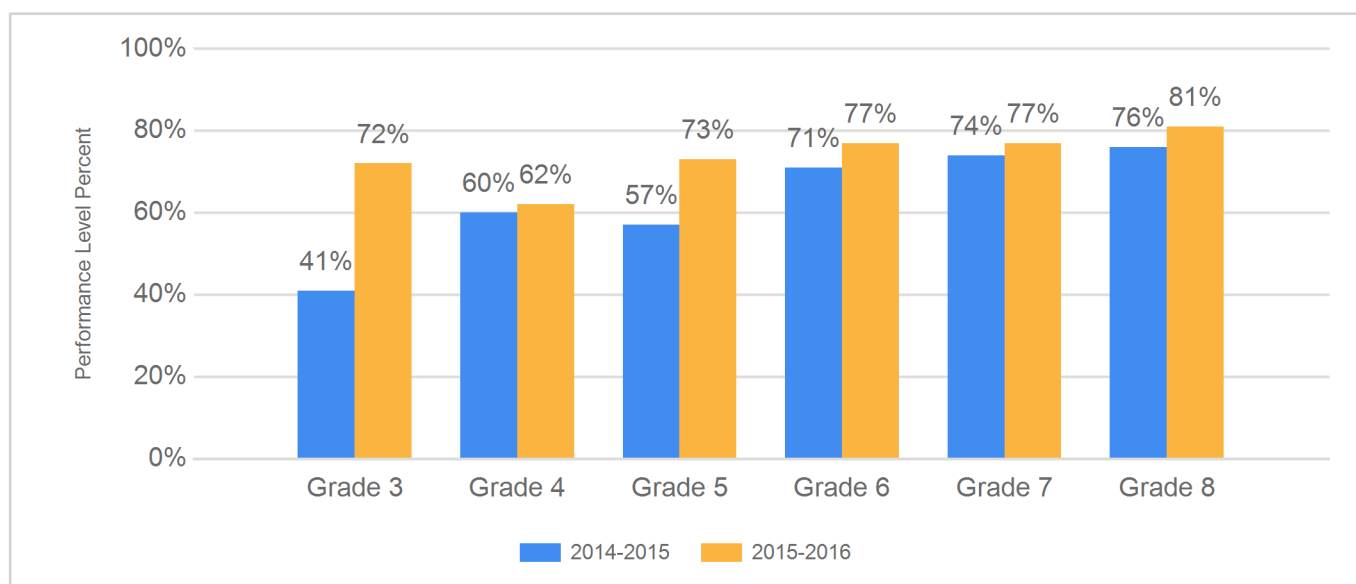
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2015-2016

Grade Span 3H-08

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## PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>26</b>	<b>790</b>	<b>786</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>89%</b>	<b>12%</b>	<b>100%</b>	<b>42%</b>
White	12	789	780	772	N	N	N	92%	8%	100%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	788	746	S	S	S	S	S	S	25%
Asian	S	S	794	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	766	746	S	S	S	S	S	S	23%

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



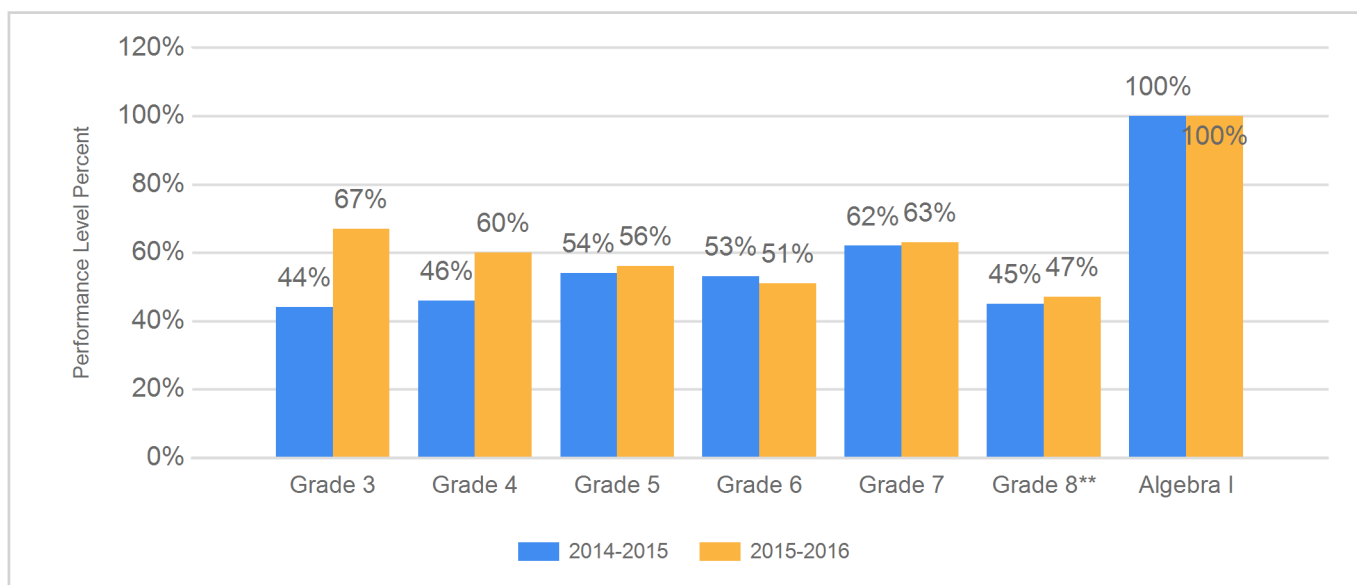
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## PARCC Math Performance Trends

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



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



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

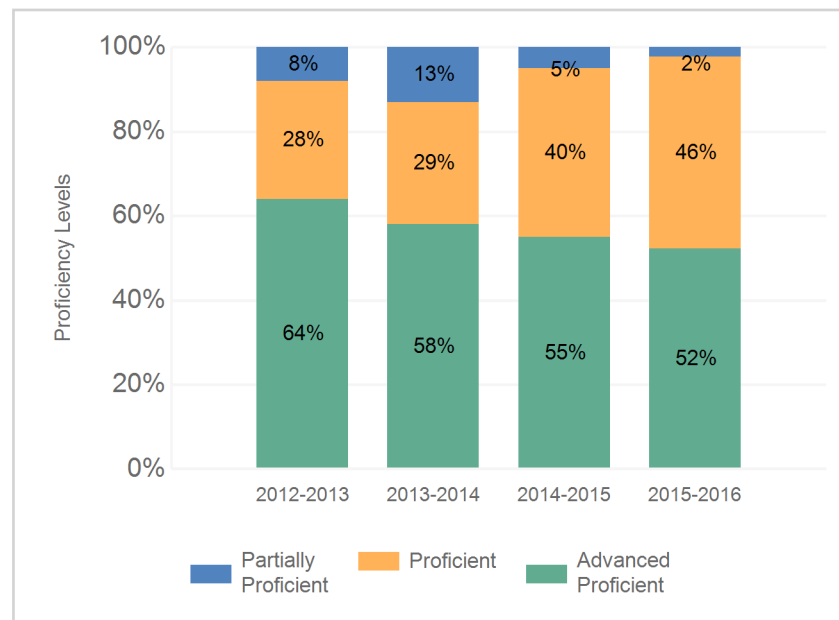
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	52%	46%	2%
White	50%	47%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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

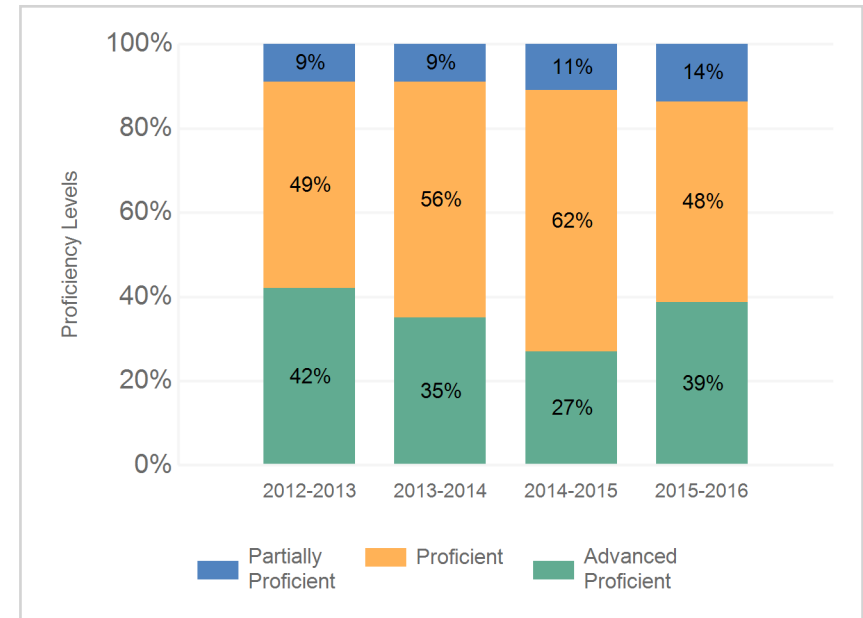
## NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	39%	48%	14%
White	38%	42%	21%
African American	S	S	S
Hispanic	32%	63%	5%
American Indian	N	N	N
Asian	54%	46%	N
Two or More Races	N	N	N
Students with Disability	14%	21%	64%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

## NJASK Proficiency Trends Science - Grade Level 08

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	S	50
Student Growth on Math	55	S	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	3%	3%	1%
Approached (L3)	5%	7%	3%
Met (L4)	13%	25%	19%
Exceeded (L5)	1%	3%	14%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	4%	3%	2%
Approached (L3)	7%	18%	8%
Met (L4)	5%	20%	26%
Exceeded (L5)	0%	1%	3%



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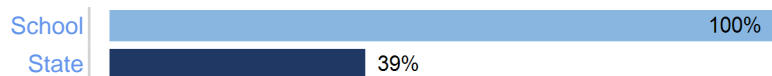
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## Visual and Performing Arts

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

### MUSIC



### DRAMA



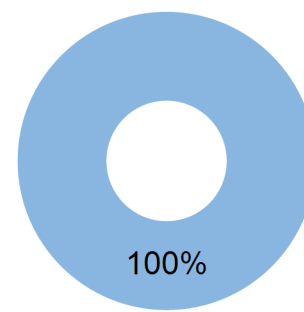
### DANCE



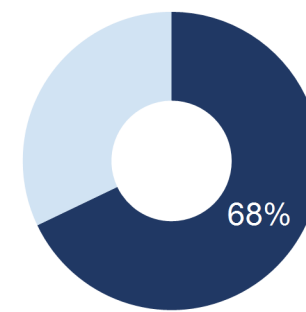
### VISUAL ARTS



### Any Visual and Performing Arts



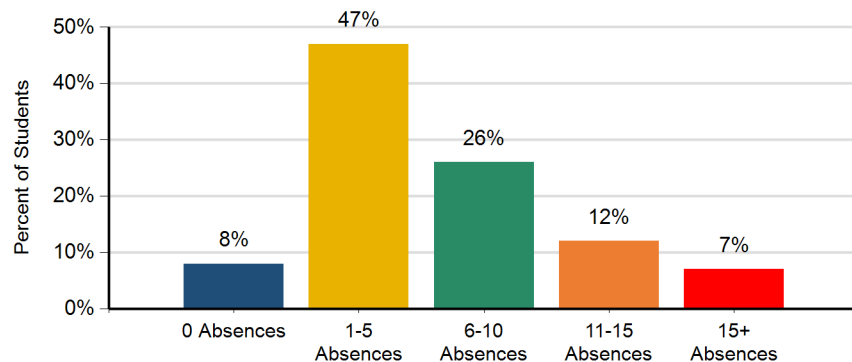
School



State

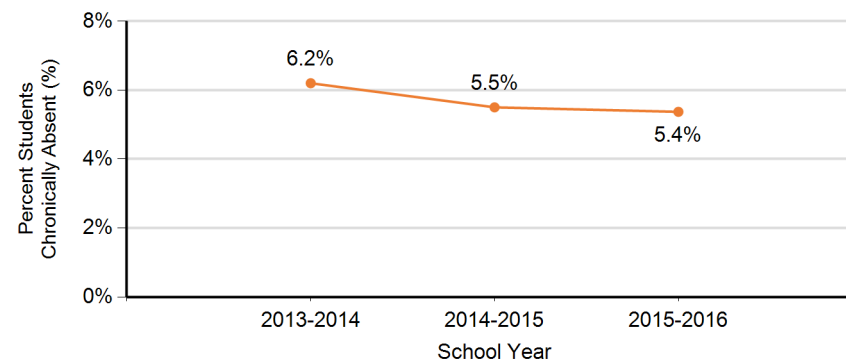
## Absenteeism

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



## Chronic Absenteeism Trend

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







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### Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	270:1

### Student Suspension Rate

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

	School
2015-16	2.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	99%