



State of New Jersey
2014-15

03-1130-040

DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913

OVERVIEW

BERGEN
DUMONT BORO

GRADE SPAN 09-12

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

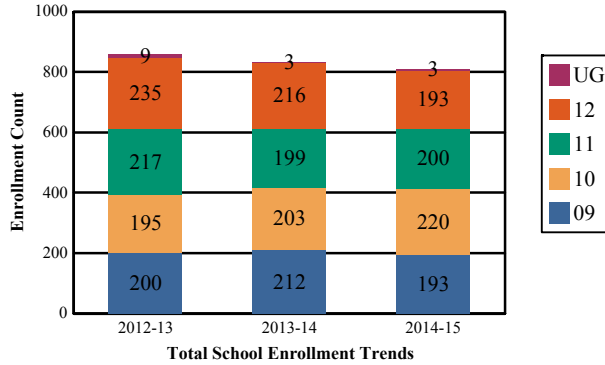
**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

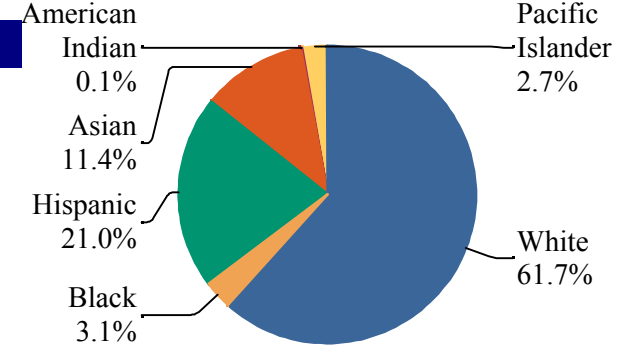
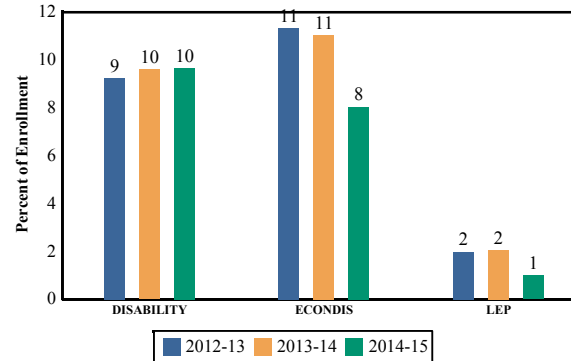
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

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

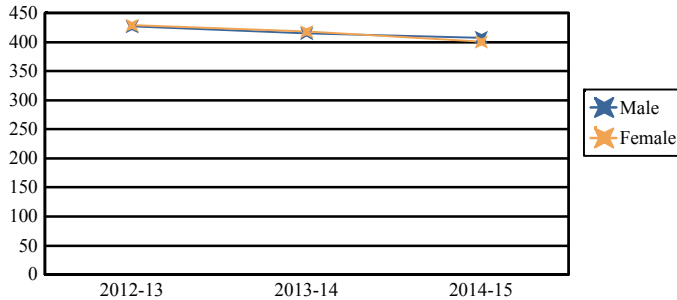


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	856
2013-14	833
2014-15	809

Enrollment by Gender

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



	Male	Female
2012-13	427	429
2013-14	415	418
2014-15	408	401

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	78	10%
Economically Disadvantaged Students	65	8.0%
English Language Learners	8	1.0%

Language Diversity

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

2014-15	Percent
English	69.8%
Spanish	13.3%
Pilipino	2.3%
Tagalog	2.1%
Korean	1.4%
Malayalam	1.2%
Other	9.9%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	55%	68	80
Math Met or Exceeded Expectation	45%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	395	54.7%	95%	97.4%	YES
White	239	52.8%	95%	96.5%	YES
African American	-	-	--	--	--
Hispanic	87	45.9%	95%	98.9%	YES
American Indian	-	-	--	--	--
Asian	56	76.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	37	16.2%	95%	95%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	36	47.2%	95%	100%	-

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	396	45.2%	95%	97.4%	YES
White	239	46.9%	95%	96.5%	YES
African American	-	-	--	--	--
Hispanic	88	31.8%	95%	98.9%	YES
American Indian	-	-	--	--	--
Asian	56	60.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	37	40.5%	95%	100%	-

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

Proficiency Outcomes - Biology

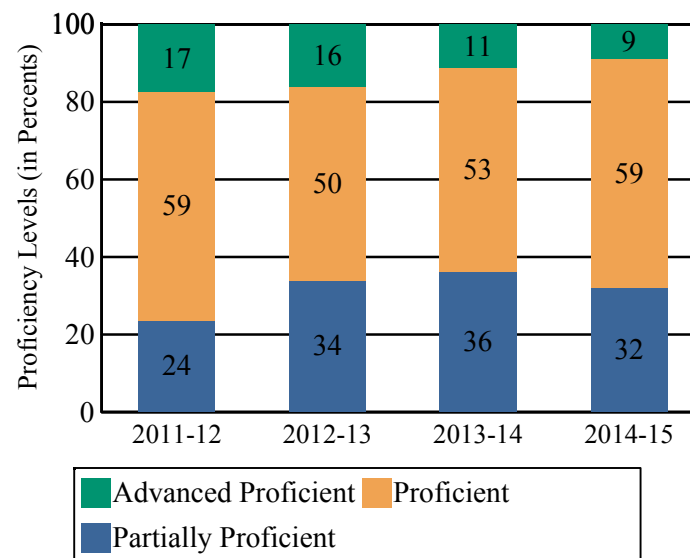
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	9%	59%	32%
White	12%	57%	32%
African American	-	-	-
Hispanic	7%	55%	38%
American Indian	-	-	-
Asian	3%	76%	21%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	187	765	739	2%	9%	18%	51%	21%	72%	41%
White	109	764	746	3%	10%	18%	46%	23%	69%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	39	762	725	0%	8%	26%	54%	13%	67%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	33	772	765	0%	3%	12%	64%	21%	85%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	16	732	706	13%	31%	25%	25%	6%	31%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	19	761	724	0%	11%	32%	37%	21%	58%	24%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	207	740	735	16%	15%	29%	31%	8%	40%	38%
White	130	742	741	15%	12%	34%	31%	8%	39%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	47	727	720	28%	17%	26%	26%	4%	30%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	23	759	763	4%	17%	13%	48%	17%	65%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	17	727	718	29%	12%	24%	35%	0%	35%	23%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	760	741	6%	9%	22%	44%	19%	63%	42%
White	116	759	745	3%	9%	28%	46%	15%	60%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	38	751	731	8%	16%	18%	45%	13%	58%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	32	777	765	9%	6%	3%	41%	41%	81%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	21	712	712	43%	19%	29%	10%	0%	10%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	15	739	730	20%	13%	13%	47%	7%	53%	30%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	150	739	740	6%	21%	37%	37%	0%	37%	40%
White	88	739	746	7%	19%	36%	38%	0%	38%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	40	739	725	3%	25%	40%	33%	0%	33%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	16	744	769	0%	19%	38%	44%	0%	44%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	16	739	725	6%	25%	25%	44%	0%	44%	21%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	187	740	728	6%	21%	38%	32%	4%	35%	21%
White	110	741	731	5%	21%	39%	31%	5%	35%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	37	730	718	14%	27%	43%	14%	3%	16%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	32	751	751	3%	6%	31%	56%	3%	59%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	18	729	718	6%	44%	28%	22%	0%	22%	8%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	195	737	721	16%	18%	21%	44%	1%	45%	24%
White	125	739	725	16%	14%	23%	47%	0%	47%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	42	732	706	17%	26%	21%	36%	0%	36%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	24	741	751	13%	25%	13%	46%	4%	50%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	18	730	705	22%	17%	39%	17%	6%	22%	9%

COLLEGE AND CAREER READINESS

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

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. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	92%	39	66	80%	YES
Percent of Students Participating in PSAT or PLAN	97%	87	76	60%	YES
Percent of Students Scoring Above 1550 on SAT	51%	19	70	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	34%	55	79	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	76%	35	66	75%	YES
Summary		47	71		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	91.2%	88.0%	79.1%
Participating in ACT	15.5%		25.2%
Participating in PSAT or PLAN	97.3%	79.2%	79.6%
Participating in Dual Enrollment	4.7%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	41.5%	50.0%	36.3%
One or More Test	41.3%	42.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	34.4%	36.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

**BERGEN
DUMONT BORO**

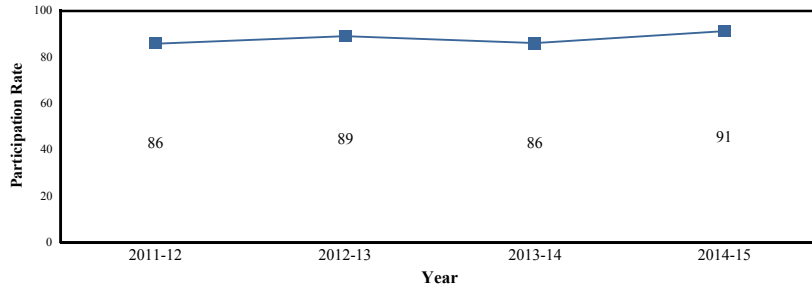
GRADE SPAN 09-12

**03-1130-040
DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	51.1%	60.2%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,564	1,632	1,508
Critical Reading	506	534	496
Mathematics	545	561	518
Writing	513	537	494

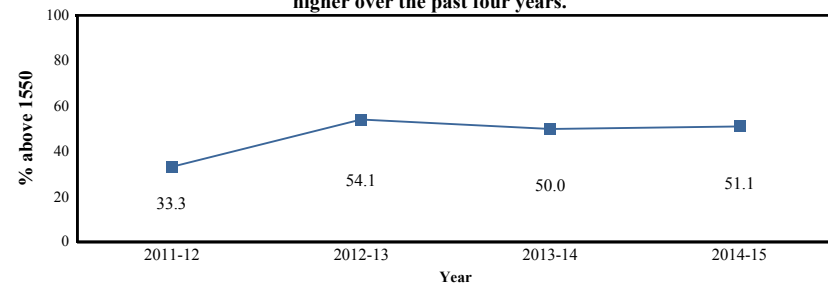
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	69.1%	80.1%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	75.6%	78.1%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	573	610	570
50th Percentile	500	540	510
25th Percentile	450	470	450

COLLEGE AND CAREER READINESS

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. Government and Politics	73	72
AP Biology	47	47
AP Physics B	45	
AP Psychology	41	41
AP U.S. History	35	35
AP Calculus AB	24	24
AP Spanish Language	15	15
AP English Literature and Composition	12	12
AP Chemistry	10	10
AP Statistics	10	10
AP Macroeconomics	3	3
AP Music Theory	1	1
AP Physics 1		44
AP Microeconomics		3
AP Human Geography		1

COLLEGE AND CAREER READINESS

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	2.0%	3.8%
Music	18.3%	17.8%
Visual Arts	9.7%	31.7%
Total: All Visual and Performing Arts	29.4%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	93%	7	49	78%	YES
Dropout Rate	0.1%	81	78	2%	YES
SUMMARY - Graduation & Post-Secondary		44	64		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	93%	78%
White	94%	
African American	-	
Hispanic	89%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	-	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.1%	2%
White	.2%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.3%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

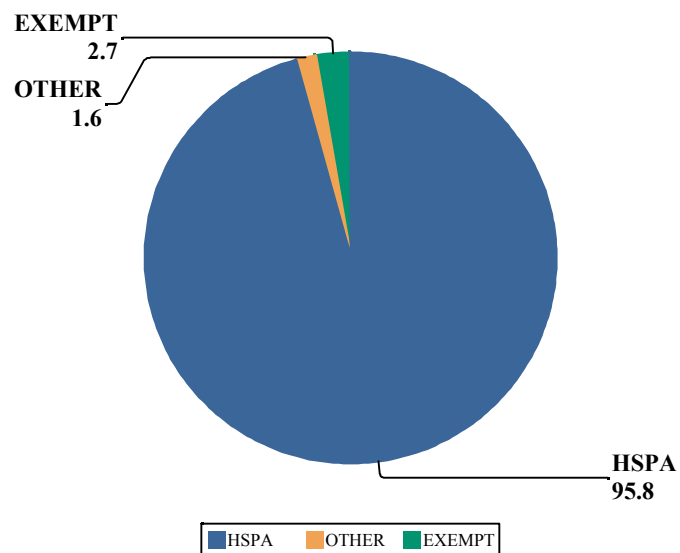
GRADUATION AND POSTSECONDARY

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	95%	97%
2013	97%	97%
2014	96%	96%
2015	93%	

GRADUATION AND POSTSECONDARY

BERGEN
DUMONT BORO

GRADE SPAN 09-12

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	88%	28.3%	71.7%
White	88.6%	29%	71%
African American	-	-	-
Hispanic	85.7%	22.2%	77.8%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

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

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	786	766
50th	768	739
25th	747	710
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	56

PARCC ALG-1 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	784	821
75th	754	762
50th	742	735
25th	721	711
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	51

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

GRADE SPAN 09-12

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	767	766
50th	741	733
25th	716	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	785	768
50th	761	740
25th	737	711
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	800	793
75th	757	747
50th	741	726
25th	724	710
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	37

PARCC ALG-2 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	805	813
75th	766	748
50th	745	718
25th	711	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	56

SCHOOL CLIMATE

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

Length of School Day

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

	School
2014-15	6 Hrs. 50 Mins.

Student Suspension Rate

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

	School
2014-15	2.7%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	2 Hrs. 50 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	219

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

GRADE SPAN 09-12

**DUMONT HIGH SCHOOL
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CRESSKILL BORO	CRESSKILL HIGH SCHOOL	03-0990-040	09-12	2.6%	4.6%	11.8%
BERGEN	DUMONT BORO	DUMONT HIGH SCHOOL	03-1130-040	09-12	8%	1%	9.5%
BERGEN	EMERSON BORO	EMERSON JR SR HIGH	03-1360-050	07-12	8%	1.9%	15%
BERGEN	MIDLAND PARK BORO	MIDLAND PARK JR./SR. HIGH SCHOOL	03-3170-050	07-12	8.1%	0.4%	12%
BERGEN	NEW MILFORD BORO	NEW MILFORD HIGH SCHOOL	03-3550-050	09-12	8.9%	1.6%	14.4%
BERGEN	PARAMUS BORO	PARAMUS HIGH SCHOOL	03-3930-050	PK-12	7.6%	1.5%	17.2%
BERGEN	TENAFLY BORO	TENAFLY HIGH SCHOOL	03-5160-050	09-12	3.3%	6.8%	13.6%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN HIGH SCHOOL	05-3360-040	09-12	9.3%	0.3%	12.8%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
HUNTERDON	HUNTERDON CENTRAL REG	HUNTERDON CENTRAL REGIONAL HIGH SCHOOL	19-2300-050	09-12	6.8%	1.4%	13%
MERCER	PRINCETON REGIONAL	PRINCETON HIGH SCHOOL	21-4255-050	09-12	8.5%	2.1%	11.6%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MIDDLESEX	METUCHEN BORO	METUCHEN HIGH SCHOOL	23-3120-050	09-12	7.6%	1.1%	13.2%
MONMOUTH	FREEHOLD REGIONAL	COLTS NECK HIGH SCHOOL	25-1650-010	09-12	7.2%	3.5%	13.5%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD TOWNSHIP HIGH SCHOOL	25-1650-055	09-12	9.5%	0.1%	13.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	WALL TWP	WALL HIGH SCHOOL	25-5420-050	09-12	9.6%	0.2%	13.6%
MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MORRIS HILLS REGIONAL	MORRIS KNOLLS HIGH SCHOOL	27-3370-060	09-12	9.3%	0%	18.3%

SCHOOL PEER GROUP

BERGEN

DUMONT BORO

GRADE SPAN 09-12

MORRIS	RANDOLPH TWP	RANDOLPH HIGH SCHOOL	27-4330-050	09-12	6.3%	0.9%	15.2%
PASSAIC	WAYNE TWP	WAYNE HILLS HIGH SCHOOL	31-5570-055	09-12	8.5%	1.6%	12.3%
PASSAIC	WAYNE TWP	WAYNE VALLEY HIGH SCHOOL	31-5570-050	09-12	9.1%	0%	9.8%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL	35-0555-005	09-12	8%	0%	19.4%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH HIGH SCHOOL	35-2170-030	09-12	7.5%	1%	13.4%
SOMERSET	SOMERSET HILLS REGIONAL	BERNARDS HIGH SCHOOL	35-4815-020	09-12	9.9%	1.8%	14.2%
UNION	CLARK TWP	ARTHUR L. JOHNSON HIGH SCHOOL	39-0850-005	09-12	6.8%	1.3%	10.4%
UNION	SCOTCH PLAINS-FANWOOD REG	SCOTCH PLAINS-FANWOOD HIGH SCHOOL	39-4670-050	09-12	7.2%	0.6%	10.6%



State of New Jersey

2014-15

03-1130-050

GRANT ELEMENTARY SCHOOL

100 GRANT AVE

DUMONT, NJ 07628-1650

OVERVIEW

BERGEN

DUMONT BORO

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

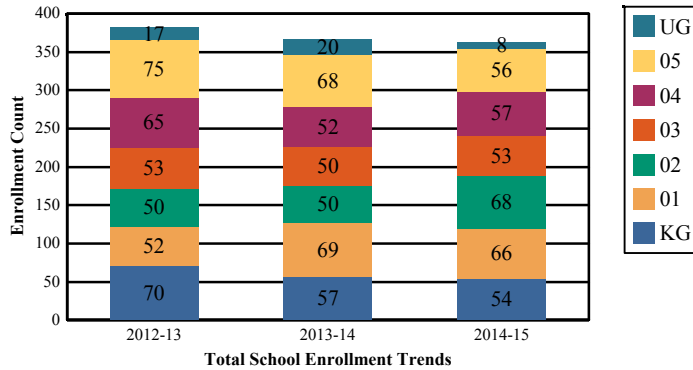
BERGEN
DUMONT BORO

GRADE SPAN KG-05

03-1130-050
GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650

Enrollment by Grade

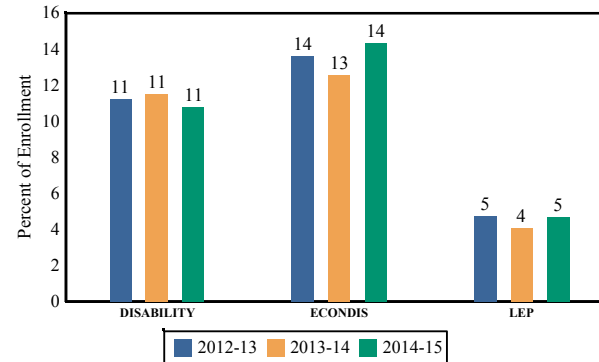
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

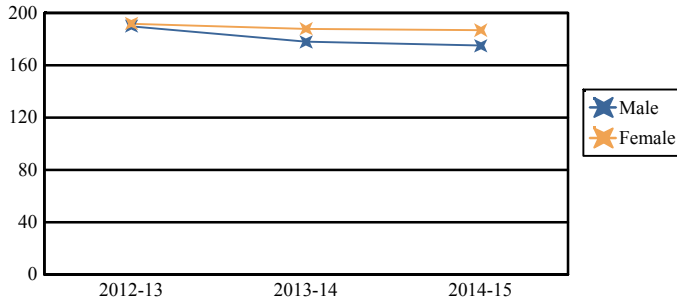
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	382
2013-14	366
2014-15	362

Enrollment by Gender

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



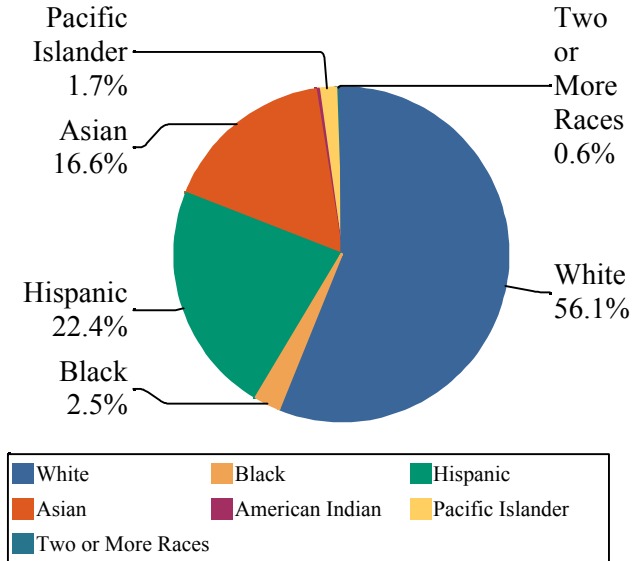
	Male	Female
2012-13	190	192
2013-14	178	188
2014-15	175	187

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	39	11%
Economically Disadvantaged Students	52	14.4%
English Language Learners	17	4.7%

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	63.1%
Spanish	14.6%
Korean	3.8%
Malayalam	2.7%
Tagalog	2.7%
Pilipino	1.6%
Other	11.4%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	65%	75	73
Math Met or Exceeded Expectation	59%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	158	65.2%	95%	97.7%	YES
White	97	61.8%	95%	96.1%	YES
African American	-	-	--	--	--
Hispanic	35	62.9%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

BERGEN
DUMONT BORO

GRADE SPAN KG-05

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	158	58.9%	95%	97.7%	YES
White	97	50.5%	95%	96.1%	YES
African American	-	-	--	--	--
Hispanic	35	57.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	758	744	2%	10%	29%	53%	6%	59%	44%
White	28	752	753	4%	14%	32%	43%	7%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	13	756	727	0%	8%	38%	54%	0%	54%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	764	751	4%	8%	25%	45%	19%	64%	52%
White	36	760	758	6%	11%	19%	47%	17%	64%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650**

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	763	751	6%	7%	15%	61%	11%	72%	53%
White	33	759	757	6%	12%	12%	61%	9%	70%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	13	768	737	0%	0%	23%	62%	15%	77%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	754	746	0%	10%	35%	49%	6%	55%	46%
White	28	749	752	0%	18%	36%	43%	4%	46%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	13	750	733	0%	0%	54%	46%	0%	46%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650**

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	755	744	0%	19%	25%	49%	8%	57%	42%
White	36	753	749	0%	19%	31%	42%	8%	50%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650**

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	757	744	0%	22%	13%	52%	13%	65%	42%
White	33	752	749	0%	33%	12%	45%	9%	55%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	13	760	733	0%	8%	23%	54%	15%	69%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**03-1130-050
GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650**

NJASK Results - Science Grade Level - 04

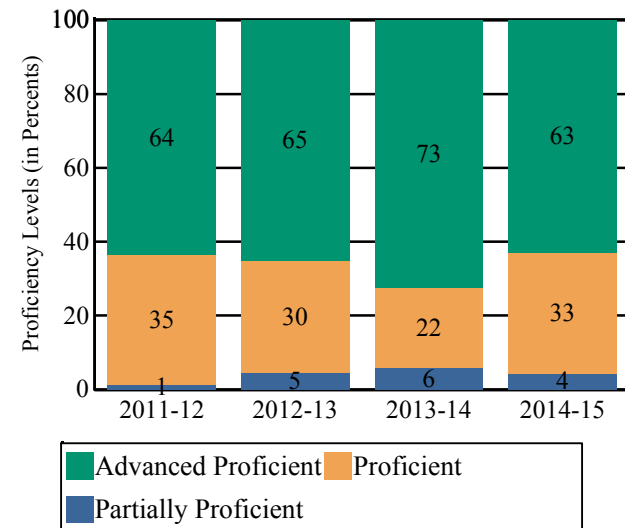
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	33%	4%
White	59%	34%	6%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

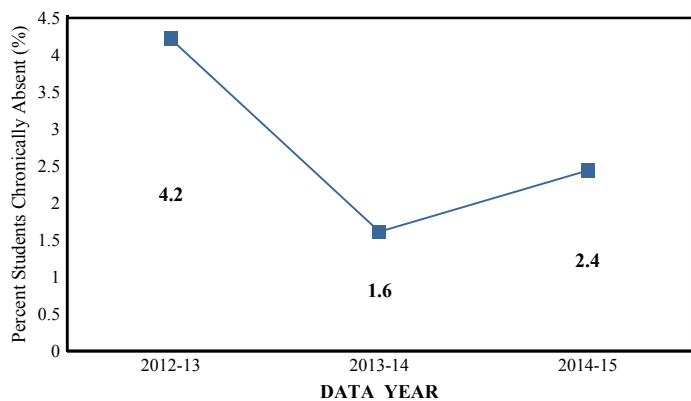
BERGEN
DUMONT BORO

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

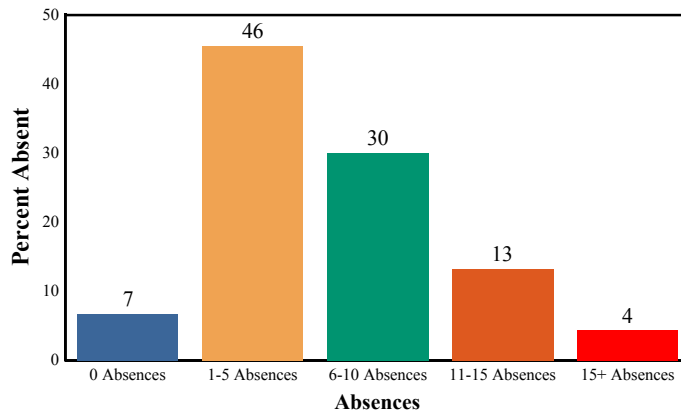
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	2.44%
--	--------------

Absenteeism

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



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

BERGEN
DUMONT BORO

GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	45	40	35	YES
Student Growth on Math	62	73	77	35	YES
		59	59		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	5%	2%	0%
Approached	8%	7%	6%
Met	20%	20%	13%
Exceeded	0%	6%	8%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	13%	1%	7%
Approached	5%	5%	8%
Met	15%	16%	19%
Exceeded	0%	3%	7%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

GRADE SPAN KG-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	778	770
50th	760	743
25th	737	715
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	770	767
50th	753	745
25th	740	722
0th	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

GRANT ELEMENTARY SCHOOL
100 GRANT AVE
DUMONT, NJ 07628-1650

GRADE SPAN KG-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	786	773
50th	764	750
25th	745	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	781	773
50th	762	751
25th	743	728
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	770	764
50th	756	742
25th	726	721
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	771	763
50th	759	743
25th	738	723
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40

SCHOOL CLIMATE

BERGEN

DUMONT BORO

GRADE SPAN KG-05

Length of School Day

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

	School
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	362

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	GRANT ELEMENTARY SCHOOL	03-1130-050	KG-05	14.4%	4.7%	10.5%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	SADDLE BROOK TWP	HELEN I. SMITH SCHOOL	03-4610-085	KG-06	17%	2.5%	17.7%
BERGEN	WESTWOOD REGIONAL	WESTWOOD REGIONAL MIDDLE SCHOOL	03-5755-062	06-07	11.8%	0.5%	13.2%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE INTERMEDIATE SCHOOL	03-5830-300	04-06	12.7%	0.4%	15.4%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	HELEN L BEELER	05-1420-055	KG-05	20.1%	0%	24.3%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	20.4%	0.9%	22.8%
BURLINGTON	MOUNT LAUREL TWP	SPRINGVILLE ELEMENTARY SCHOOL	05-3440-075	PK-04	10.8%	1.7%	10.8%
BURLINGTON	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
CAMDEN	CHERRY HILL TWP	HORACE MANN ELEMENTARY SCHOOL	07-0800-075	KG-05	16.2%	1%	17.9%
GLOUCESTER	HARRISON TWP	HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-2070-050	PK-03	10.7%	1.7%	11%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MERCER	HAMILTON TWP	YARDVILLE ELEMENTARY SCHOOL	21-1950-260	PK-05	13.3%	2.9%	11.3%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MONMOUTH	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HAZLET TWP	RARITAN VALLEY SCHOOL	25-2105-095	01-04	10.9%	0%	13.4%

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

MONMOUTH	HOWELL TWP	TAUNTON ELEMENTARY SCHOOL	25-2290-060	KG-05	18.4%	0%	21.4%	
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	PINE BROOK SCHOOL	25-2920-075	06	11.6%	0.5%	13.2%	
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%	
PASSAIC	BLOOMINGDALE BORO	SAMUEL R. DONALD ELEMENTARY SCHOOL	31-0420-030	02-04	19.5%	3.1%	18.5%	
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%	
PASSAIC	POMPTON LAKES BORO	LENOX SCHOOL	31-4230-060	KG-05	18.5%	4.1%	16.1%	
SOMERSET	HILLSBOROUGH TWP	SUNNYMEAD ELEMENTARY SCHOOL	35-2170-060	KG-04	18.1%	8%	10.1%	
SUSSEX	HOPATCONG	DURBAN AVENUE ELEMENTARY SCHOOL	37-2240-035	04-05	21.7%	0%	26.4%	
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%	
WARREN	BLAIRSTOWN TWP	BLAIRSTOWN ELEMENTARY SCHOOL DISTRICT	41-0400-030	PK-06	15.8%	0.2%	18.7%	

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

In particular, the School Performance Reports seek to:

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

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

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

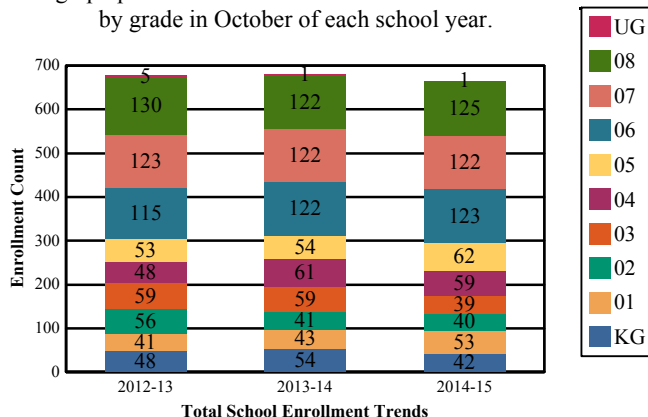
DEMOGRAPHIC INFORMATION

**BERGEN
DUMONT BORO**

GRADE SPAN KG-08

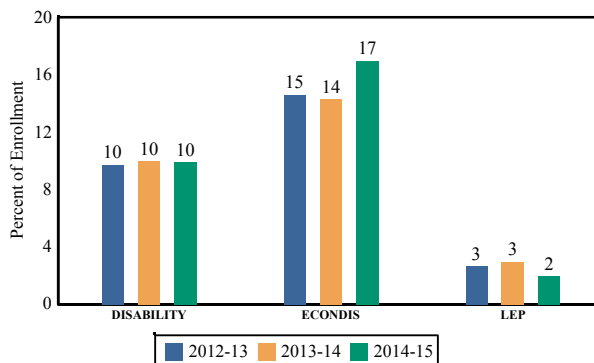
Enrollment by Grade

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



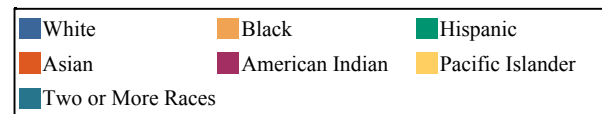
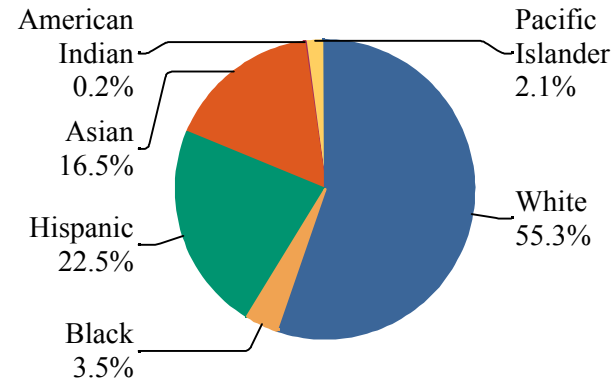
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



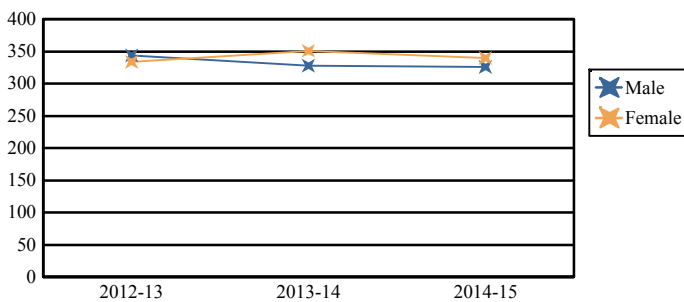
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	678
2013-14	679
2014-15	666

Enrollment by Gender

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



	Male	Female
2012-13	344	334
2013-14	328	351
2014-15	326	340

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	66	10%
Economically Disadvantaged Students	113	17.0%
English Language Learners	13	2.0%

Language Diversity

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

2014-15	Percent
English	70.9%
Spanish	11.9%
Tagalog	2.4%
Korean	2.1%
Pilipino	2.0%
Chinese	2.0%
Other	8.8%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

31 DEPEW ST

DUMONT BORO

GRADE SPAN KG-08

DUMONT, NJ 07628-3601

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	71%	81	84
Math Met or Exceeded Expectation	55%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	519	70.9%	95%	98.7%	YES
White	294	66.3%	95%	98.4%	YES
African American	-	-	--	--	--
Hispanic	111	69.4%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	95	86.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	73	36.9%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	87	55.2%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601

BERGEN
DUMONT BORO

GRADE SPAN KG-08

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	518	54.6%	95%	98.5%	YES
White	293	50.9%	95%	98%	YES
African American	-	-	--	--	--
Hispanic	111	38.7%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	95	86.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	73	21.9%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	87	37.9%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

GRADE SPAN KG-08

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	767	744	3%	3%	21%	66%	8%	74%	44%
White	15	761	753	7%	0%	20%	73%	0%	73%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	14	757	727	0%	7%	36%	57%	0%	57%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

GRADE SPAN KG-08

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	756	751	4%	9%	29%	42%	16%	58%	52%
White	32	747	758	6%	16%	31%	31%	16%	47%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	11	767	737	0%	0%	18%	64%	18%	82%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	747	734	0%	17%	33%	50%	0%	50%	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

GRADE SPAN KG-08

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	769	751	0%	0%	17%	68%	15%	83%	53%
White	35	767	757	0%	0%	23%	66%	11%	77%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	11	754	737	0%	0%	18%	82%	0%	82%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

GRADE SPAN KG-08

31 DEPEW ST

DUMONT BORO

DUMONT, NJ 07628-3601

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	762	749	2%	6%	20%	57%	14%	71%	50%
White	66	759	755	5%	9%	18%	55%	14%	68%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	24	759	736	0%	4%	29%	58%	8%	67%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	28	772	770	0%	0%	21%	57%	21%	79%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	22	732	718	14%	27%	32%	27%	0%	27%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	760	733	4%	8%	36%	36%	16%	52%	30%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

GRADE SPAN KG-08

31 DEPEW ST

DUMONT BORO

DUMONT, NJ 07628-3601

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	761	750	4%	10%	21%	40%	25%	64%	53%
White	70	754	757	7%	10%	26%	40%	17%	57%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	25	756	736	0%	20%	20%	44%	16%	60%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	23	785	777	0%	0%	9%	35%	57%	91%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	745	733	13%	19%	19%	44%	6%	50%	33%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

GRADE SPAN KG-08

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	768	750	3%	10%	10%	55%	21%	76%	53%
White	76	768	757	4%	11%	11%	54%	21%	75%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	26	762	735	4%	12%	8%	58%	19%	77%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	18	778	778	0%	0%	11%	67%	22%	89%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	20	741	713	10%	30%	10%	50%	0%	50%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	18	751	732	0%	17%	28%	56%	0%	56%	34%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601

BERGEN
DUMONT BORO

GRADE SPAN KG-08

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	758	746	0%	5%	37%	45%	13%	58%	46%
White	15	760	752	0%	7%	20%	67%	7%	73%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	14	746	733	0%	7%	64%	29%	0%	29%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

31 DEPEW ST

DUMONT BORO

GRADE SPAN KG-08

DUMONT, NJ 07628-3601

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	750	744	0%	22%	35%	38%	5%	44%	42%
White	32	744	749	0%	28%	38%	28%	6%	34%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	11	757	732	0%	9%	45%	45%	0%	45%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	742	730	0%	25%	33%	42%	0%	42%	23%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-08

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	759	744	2%	3%	31%	54%	10%	64%	42%
White	35	757	749	3%	3%	37%	51%	6%	57%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	11	746	733	0%	9%	45%	36%	9%	45%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN
DUMONT BORO

GRADE SPAN KG-08

31 DEPEW ST
DUMONT, NJ 07628-3601

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	753	743	2%	11%	35%	45%	7%	52%	42%
White	66	752	749	3%	8%	36%	48%	5%	53%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	24	743	731	0%	21%	50%	25%	4%	29%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	28	766	768	0%	4%	25%	54%	18%	71%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	22	723	718	9%	50%	23%	18%	0%	18%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	25	749	729	0%	20%	32%	36%	12%	48%	23%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

31 DEPEW ST

DUMONT BORO

GRADE SPAN KG-08

DUMONT, NJ 07628-3601

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	751	740	2%	15%	29%	51%	3%	54%	38%
White	70	743	745	1%	23%	31%	44%	0%	44%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	25	750	730	4%	8%	44%	40%	4%	44%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	23	772	760	0%	0%	4%	83%	13%	96%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	12	718	715	17%	58%	8%	17%	0%	17%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	739	728	13%	19%	31%	38%	0%	38%	21%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

31 DEPEW ST

DUMONT BORO

GRADE SPAN KG-08

DUMONT, NJ 07628-3601

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	736	726	14%	15%	34%	37%	0%	37%	24%
White	46	734	732	13%	17%	37%	33%	0%	33%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	20	731	721	10%	20%	45%	25%	0%	25%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	19	710	705	37%	26%	26%	11%	0%	11%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	16	724	719	25%	19%	38%	19%	0%	19%	17%

ACADEMIC ACHIEVEMENT

HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601

BERGEN
DUMONT BORO

GRADE SPAN KG-08

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	779	740	0%	2%	5%	84%	9%	93%	40%
White	29	775	746	0%	3%	7%	79%	10%	90%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-08

NJASK Results - Science Grade Level - 04

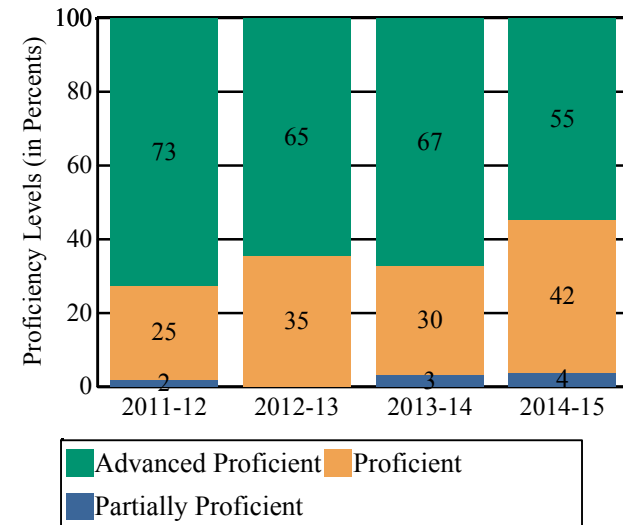
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	55%	42%	4%
White	47%	47%	6%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-08

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

NJASK Results - Science Grade Level - 08

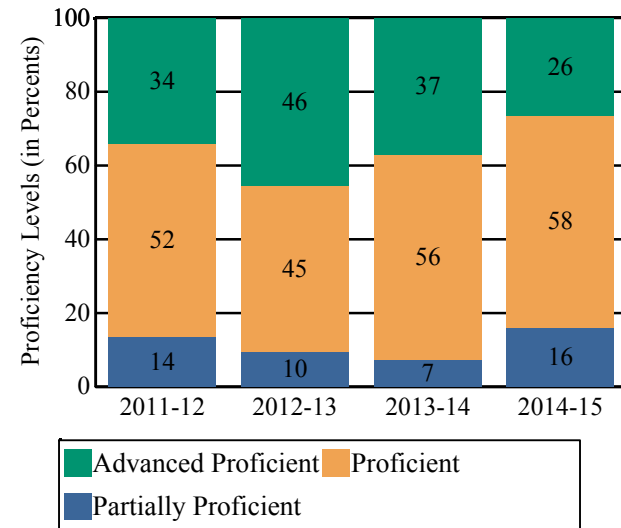
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	58%	16%
White	25%	59%	16%
African American	-	-	-
Hispanic	26%	52%	22%
American Indian	-	-	-
Asian	33%	61%	6%
Two or More Races	-	-	-
Students with Disability	11%	42%	47%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	71%	29%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
62	44

Algebra I Test Taking

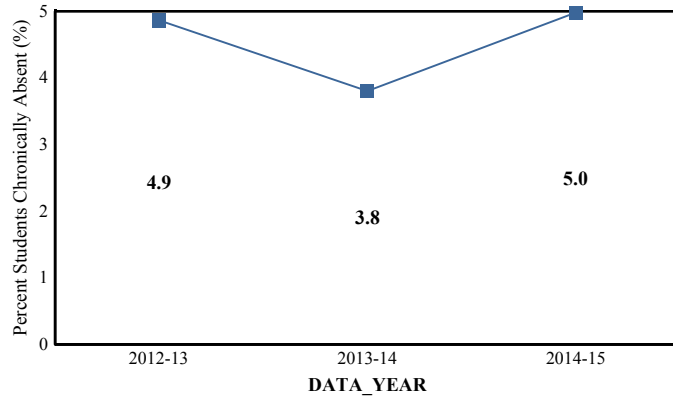
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
88.7%	93.2%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

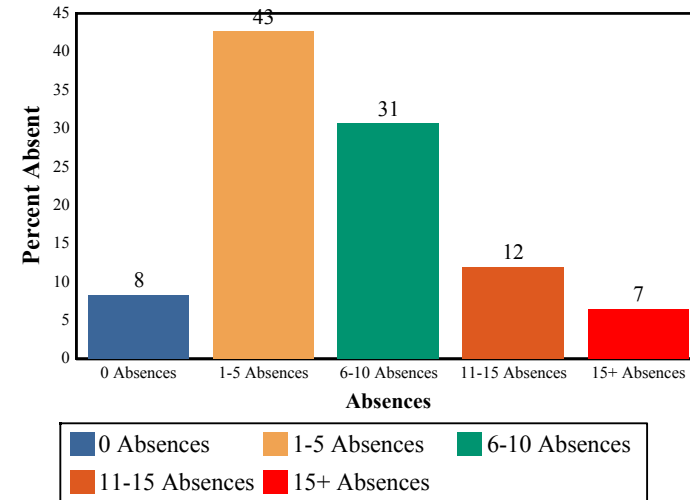
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	4.98%
--	--------------

Absenteeism

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



Visual and Performing Arts

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

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

N/R - Data Not Reported

STUDENT GROWTH

HONISS ELEMENTARY\MIDDLE SCHOOL

BERGEN

31 DEPEW ST

DUMONT BORO

GRADE SPAN KG-08

DUMONT, NJ 07628-3601

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	61	68	84	35	YES
Student Growth on Math	58	62	79	35	YES
		65	82		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	2%	1%
Approached	7%	6%	5%
Met	10%	17%	23%
Exceeded	1%	4%	15%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	4%	6%	4%
Approached	9%	13%	10%
Met	7%	17%	23%
Exceeded	0%	1%	4%

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

WITHIN SCHOOL ACHIEVEMENT GAP

HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601

BERGEN
DUMONT BORO

GRADE SPAN KG-08

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	789	770
50th	763	743
25th	745	715
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	779	767
50th	755	745
25th	738	722
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

GRADE SPAN KG-08

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	781	773
50th	754	750
25th	738	728
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	782	773
50th	767	751
25th	754	728
0th	727	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	767	764
50th	747	742
25th	725	721
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	778	763
50th	758	743
25th	742	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
DUMONT BORO**

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

GRADE SPAN KG-08

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	780	770
50th	761	749
25th	745	726
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	783	776
50th	762	751
25th	740	724
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	772	763
50th	751	742
25th	735	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	767	759
50th	753	740
25th	738	720
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	39

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	790	777
50th	771	751
25th	750	723
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	761	748
50th	739	726
25th	714	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	44

SCHOOL CLIMATE

**BERGEN
DUMONT BORO**

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	3.9%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	555

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

**HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601**

GRADE SPAN KG-08

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	HONISS ELEMENTARY\MIDDLE SCHOOL	03-1130-060	KG-08	17%	2%	9.9%
BERGEN	FORT LEE BORO	LEWIS F. COLE MIDDLE SCHOOL	03-1550-100	07-08	21.4%	4.3%	12%
BERGEN	LEONIA BORO	LEONIA MIDDLE SCHOOL	03-2620-055	06-08	13.7%	7.1%	11.6%
BERGEN	LITTLE FERRY BORO	MEMORIAL ELEMENTARY SCHOOL	03-2710-030	PK-08	17.9%	5.6%	7.5%
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON MIDDLE SCHOOL	03-3600-090	06-08	23.1%	2.9%	11.4%
BERGEN	ROCHELLE PARK TWP	MIDLAND SCHOOL #1	03-4470-050	PK-08	22.2%	7.1%	15.1%
BERGEN	SOUTH HACKENSACK TWP	MEMORIAL	03-4870-050	PK-08	28.3%	10.4%	11.3%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055	06-08	21.3%	2.9%	18%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CHARTERS	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	80-6230-915	06-08	25%	0%	0%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	MAPLEWOOD MIDDLE SCHOOL	13-4900-040	06-08	25.1%	2.4%	14.5%
HUDSON	SECAUCUS TOWN	SECAUCUS MIDDLE SCHOOL	17-4730-080	07-08	29.3%	2.1%	12.8%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MERCER	PRINCETON REGIONAL	JOHN WITHERSPOON MIDDLE SCHOOL	21-4255-085	06-08	14.8%	5.5%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	WOODROW WILSON MIDDLE SCHOOL	23-1290-063	06-08	13.4%	2%	7.2%
MIDDLESEX	MIDDLESEX BORO	VON E MAUGER MIDDLE SCHOOL	23-3140-085	04-08	29.5%	2.1%	14.8%
MIDDLESEX	PISCATAWAY TWP	CONACKAMACK MIDDLE SCHOOL	23-4130-053	06-08	25%	2.7%	13.8%

SCHOOL PEER GROUP

HONISS ELEMENTARY\MIDDLE SCHOOL
31 DEPEW ST
DUMONT, NJ 07628-3601

BERGEN
DUMONT BORO

GRADE SPAN KG-08

MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN ELEMENTARY SCHOOL	25-2930-060	PK-08	19.2%	3.2%	16.6%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MORRIS	ROCKAWAY BORO	THOMAS JEFFERSON MIDDLE SCHOOL	27-4480-050	04-08	22.4%	5.9%	14.4%
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083	06-08	13.4%	2.9%	14.4%
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%
UNION	UNION TWP	KAWAMEEH MIDDLE SCHOOL	39-5290-070	06-08	28.3%	1.4%	13%
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060	05-08	27%	2.6%	18.2%



State of New Jersey

2014-15

03-1130-070

LINCOLN ELEMENTARY SCHOOL

80 PROSPECT AVE

DUMONT, NJ 07628-2736

OVERVIEW

BERGEN

DUMONT BORO

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

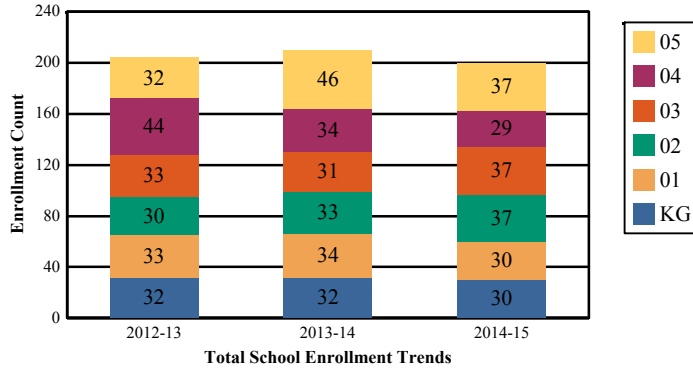
BERGEN
DUMONT BORO

GRADE SPAN KG-05

03-1130-070
LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736

Enrollment by Grade

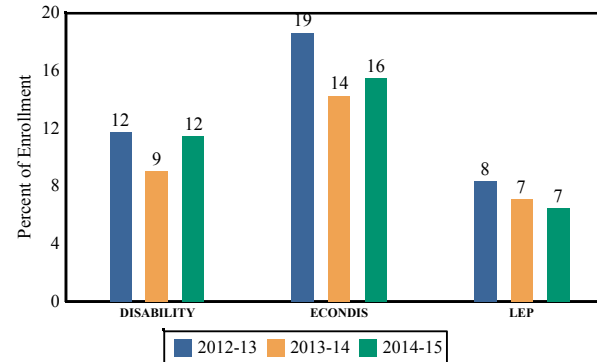
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

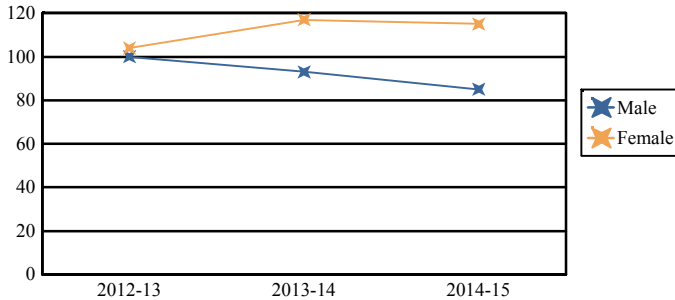
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	204
2013-14	210
2014-15	200

Enrollment by Gender

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



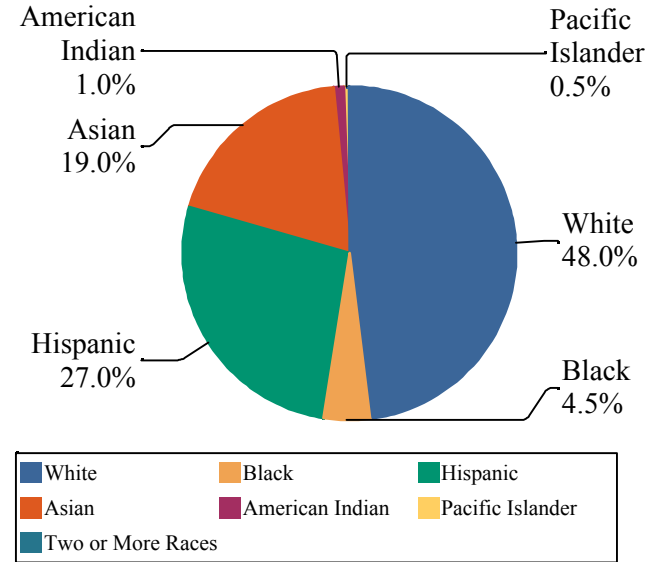
	Male	Female
2012-13	100	104
2013-14	93	117
2014-15	85	115

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	23	12%
Economically Disadvantaged Students	31	15.5%
English Language Learners	13	6.5%

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	62.1%
Spanish	20.7%
Tagalog	3.0%
Urdu	3.0%
Chinese	2.0%
Malayalam	2.0%
Other	7.1%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	73%	94	86
Math Met or Exceeded Expectation	44%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	93	73.1%	95%	97.1%	YES
White	47	76.6%	95%	96%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	93	44.1%	95%	97.1%	YES
White	47	42.6%	95%	96%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	763	744	0%	6%	35%	48%	10%	58%	44%
White	15	764	753	0%	7%	33%	53%	7%	60%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

GRADE SPAN KG-05

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	761	751	4%	4%	19%	63%	11%	74%	52%
White	11	768	758	0%	9%	9%	64%	18%	82%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

GRADE SPAN KG-05

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	772	751	0%	6%	9%	80%	6%	86%	53%
White	21	773	757	0%	5%	10%	81%	5%	86%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	751	746	3%	13%	39%	35%	10%	45%	46%
White	15	750	752	0%	13%	40%	40%	7%	47%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	755	744	0%	0%	48%	48%	4%	52%	42%
White	11	757	749	0%	0%	45%	45%	9%	55%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	748	744	3%	11%	49%	34%	3%	37%	42%
White	21	747	749	5%	14%	48%	29%	5%	33%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN KG-05

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

NJASK Results - Science Grade Level - 04

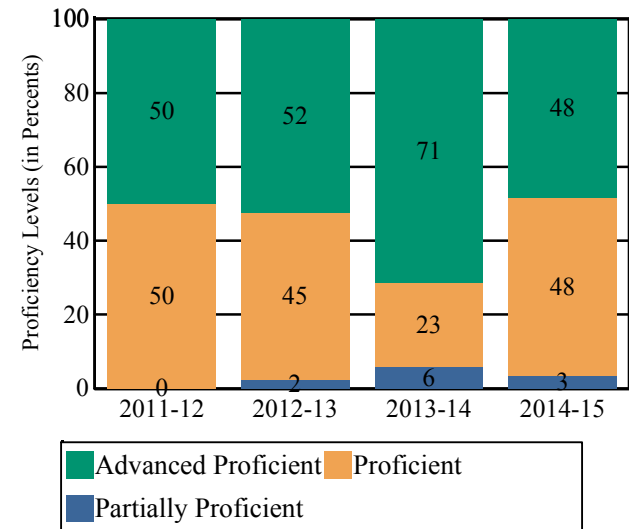
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	48%	48%	3%
White	54%	38%	8%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

**BERGEN
DUMONT BORO**

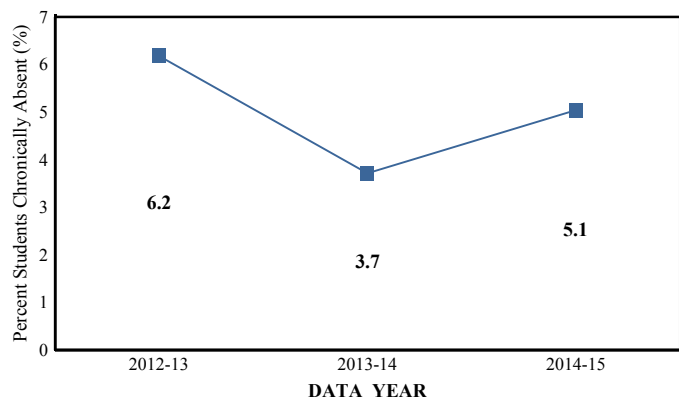
**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

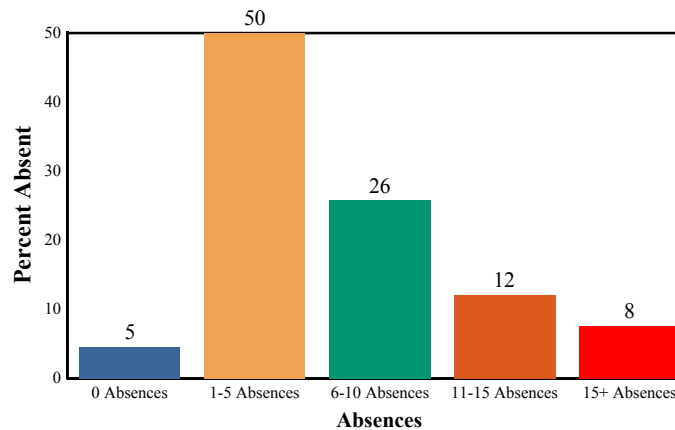
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	5.05%
--	--------------

Absenteeism

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



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

BERGEN
DUMONT BORO

LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	52	45	35	YES
Student Growth on Math	41	16	23	35	YES
		34	34		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	2%	2%	0%
Approached	5%	3%	5%
Met	21%	34%	20%
Exceeded	0%	3%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	5%	0%	0%
Approached	20%	21%	7%
Met	10%	20%	13%
Exceeded	0%	0%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736

GRADE SPAN KG-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	846	850
75th	782	770
50th	757	743
25th	738	715
0th	712	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	774	767
50th	746	745
25th	735	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

DUMONT BORO

GRADE SPAN KG-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	772	773
50th	760	750
25th	751	728
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	784	773
50th	772	751
25th	763	728
0th	716	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	772	764
50th	751	742
25th	734	721
0th	729	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	763	763
50th	746	743
25th	733	723
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

SCHOOL CLIMATE

BERGEN

DUMONT BORO

GRADE SPAN KG-05

Length of School Day

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

	School
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	200

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

GRADE SPAN KG-05

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	HELEN I. SMITH SCHOOL	03-4610-085	KG-06	17%	2.5%	17.7%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE INTERMEDIATE SCHOOL	03-5830-300	04-06	12.7%	0.4%	15.4%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	MOUNT LAUREL TWP	SPRINGVILLE ELEMENTARY SCHOOL	05-3440-075	PK-04	10.8%	1.7%	10.8%
BURLINGTON	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
GLOUCESTER	HARRISON TWP	HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-2070-050	PK-03	10.7%	1.7%	11%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
GLOUCESTER	WASHINGTON TWP	WHITMAN ELEMENTARY SCHOOL	15-5500-070	01-05	18.3%	0%	23.3%
MIDDLESEX	PISCATAWAY TWP	RANDOLPHVILLE ELEMENTARY SCHOOL	23-4130-120	KG-03	21.8%	17.9%	3.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CONSTABLE ELEMENTARY SCHOOL	23-4860-070	PK-05	14.5%	5.4%	11.3%
MIDDLESEX	WOODBRIIDGE TWP	CLAREMONT AVENUE ELEMENTARY SCHOOL	23-5850-120	KG-05	20%	14.9%	5.4%
MIDDLESEX	WOODBRIIDGE TWP	KENNEDY PARK ELEMENTARY SCHOOL	23-5850-180	KG-05	23.1%	20.3%	2.2%
MONMOUTH	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

**LINCOLN ELEMENTARY SCHOOL
80 PROSPECT AVE
DUMONT, NJ 07628-2736**

		GRADE SPAN	KG-05				
MONMOUTH	HAZLET TWP	RARITAN VALLEY SCHOOL	25-2105-095	01-04	10.9%	0%	13.4%
MONMOUTH	WALL TWP	OLD MILL ELEMENTARY SCHOOL	25-5420-077	KG-05	12.2%	0%	15.3%
MORRIS	BUTLER BORO	AARON DECKER SCHOOL	27-0630-025	PK-04	23.7%	11%	15.3%
MORRIS	ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL DISTRICT	27-4560-080	05-06	12.2%	0.7%	14.8%
PASSAIC	RINGWOOD BORO	ROBERT ERSKINE SCHOOL	31-4400-060	KG-03	10.9%	0.4%	13.3%
PASSAIC	WEST MILFORD TWP	PARADISE KNOLL ELEMENTARY SCHOOL	31-5650-080	KG-06	11.1%	0%	14.8%
PASSAIC	WEST MILFORD TWP	WESTBROOK ELEMENTARY SCHOOL	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	TULSA TRAIL ELEMENTARY SCHOOL	37-2240-070	01-03	20.6%	1.6%	24.2%
UNION	SPRINGFIELD TWP	JAMES CALDWELL ELEMENTARY SCHOOL	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	UNION TWP	WASHINGTON	39-5290-140	PK-04	16.9%	9.1%	10%

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

In particular, the School Performance Reports seek to:

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

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

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

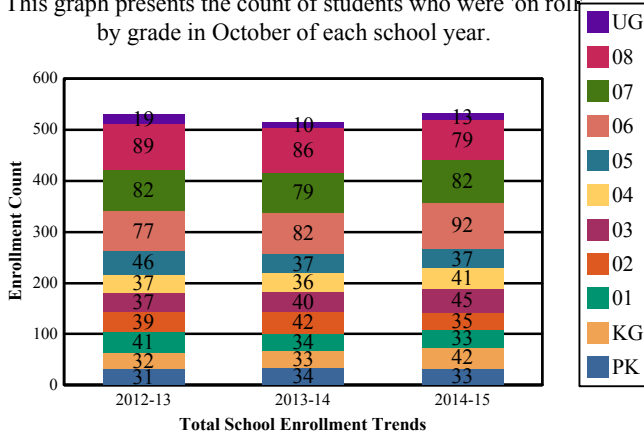
DEMOGRAPHIC INFORMATION

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

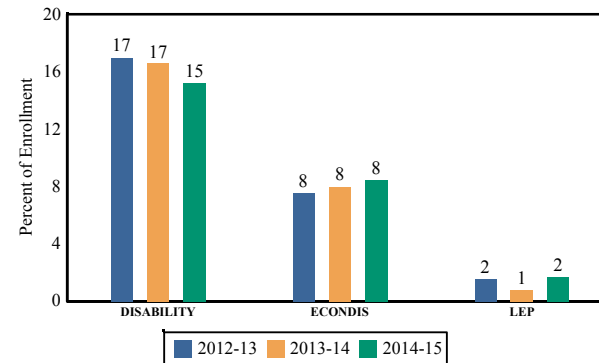
Enrollment by Grade

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



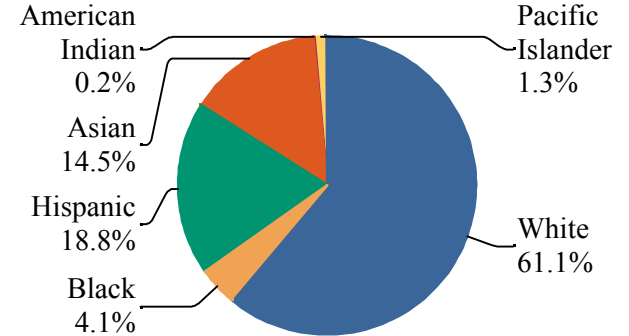
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



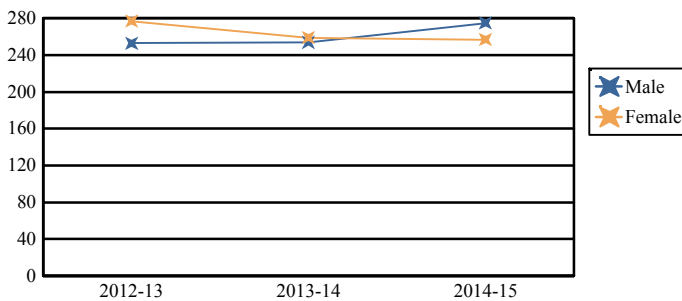
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	530
2013-14	513
2014-15	532

Enrollment by Gender

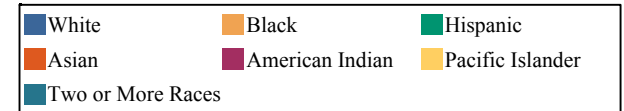
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	253	277
2013-14	254	259
2014-15	275	257

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	81	15%
Economically Disadvantaged Students	45	8.5%
English Language Learners	9	1.7%



Language Diversity

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

2014-15	Percent
English	71.3%
Spanish	13.6%
Malayalam	2.4%
Tagalog	2.2%
Korean	1.5%
Albanian	1.1%
Other	7.9%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	67%	46	79
Math Met or Exceeded Expectation	55%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	357	66.9%	95%	97.6%	YES
White	224	65.2%	95%	97.4%	YES
African American	-	-	--	--	--
Hispanic	67	59.7%	95%	97.3%	YES
American Indian	-	-	--	--	--
Asian	54	85.2%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	55	21.9%	95%	90.2%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	33	54.5%	95%	100%	-

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	357	54.9%	95%	97.9%	YES
White	224	54.9%	95%	97.4%	YES
African American	-	-	--	--	--
Hispanic	67	38.8%	95%	98.6%	YES
American Indian	-	-	--	--	--
Asian	54	75.9%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	55	20%	95%	90.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	33	36.3%	95%	100%	-

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	743	744	10%	10%	39%	41%	0%	41%	44%
White	33	741	753	12%	12%	39%	36%	0%	36%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	759	751	0%	9%	31%	40%	20%	60%	52%
White	20	756	758	0%	10%	35%	40%	15%	55%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

GRADE SPAN PK-08

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	749	751	9%	14%	20%	57%	0%	57%	53%
White	18	750	757	11%	11%	17%	61%	0%	61%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

GRADE SPAN PK-08

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	763	749	1%	3%	24%	60%	10%	71%	50%
White	53	763	755	2%	6%	23%	55%	15%	70%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	17	759	736	0%	0%	35%	65%	0%	65%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	13	775	770	0%	0%	8%	85%	8%	92%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	14	742	718	7%	14%	50%	14%	14%	29%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	15	753	733	0%	7%	33%	53%	7%	60%	30%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

GRADE SPAN PK-08

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	767	750	4%	8%	14%	50%	24%	74%	53%
White	52	763	757	6%	12%	13%	44%	25%	69%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	16	765	736	0%	6%	19%	63%	13%	75%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	13	781	777	0%	0%	8%	69%	23%	92%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	12	727	713	17%	42%	25%	8%	8%	17%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

GRADE SPAN PK-08

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	768	750	3%	8%	13%	51%	25%	76%	53%
White	48	771	757	2%	8%	8%	54%	27%	81%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	17	757	735	6%	6%	29%	41%	18%	59%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	744	746	2%	15%	39%	41%	2%	44%	46%
White	33	741	752	3%	18%	39%	39%	0%	39%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	749	744	3%	11%	40%	46%	0%	46%	42%
White	20	747	749	0%	20%	35%	45%	0%	45%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	747	744	3%	23%	20%	54%	0%	54%	42%
White	18	747	749	6%	17%	17%	61%	0%	61%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	751	743	0%	17%	29%	50%	3%	53%	42%
White	53	752	749	0%	15%	30%	49%	6%	55%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	17	743	731	0%	24%	41%	35%	0%	35%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	13	764	768	0%	8%	15%	77%	0%	77%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	14	741	718	0%	43%	21%	21%	14%	36%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	15	743	729	0%	27%	33%	40%	0%	40%	23%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	754	740	2%	6%	30%	55%	7%	62%	38%
White	52	751	745	4%	8%	33%	48%	8%	56%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	16	756	730	0%	0%	38%	63%	0%	63%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	13	769	760	0%	0%	15%	69%	15%	85%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	12	733	715	8%	33%	33%	17%	8%	25%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	743	726	7%	11%	38%	45%	0%	45%	24%
White	36	745	732	8%	11%	25%	56%	0%	56%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	14	737	721	7%	7%	71%	14%	0%	14%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	20	791	740	0%	0%	0%	85%	15%	100%	40%
White	12	789	746	0%	0%	0%	92%	8%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**03-1130-080
SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

NJASK Results - Science Grade Level - 04

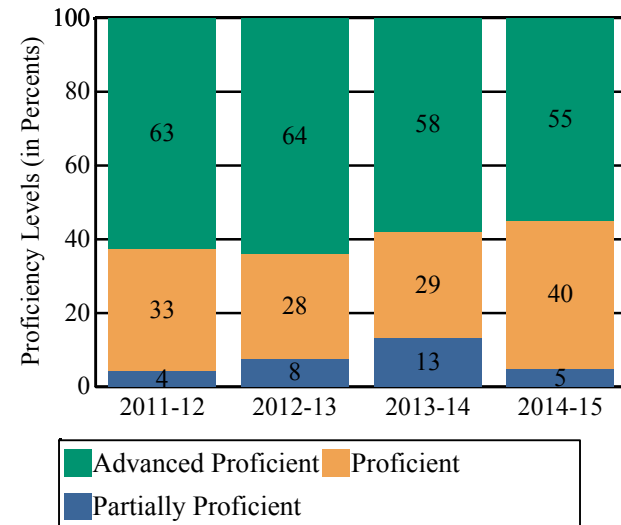
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	55%	40%	5%
White	52%	43%	4%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	45%	36%	18%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



ACADEMIC ACHIEVEMENT

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

NJASK Results - Science Grade Level - 08

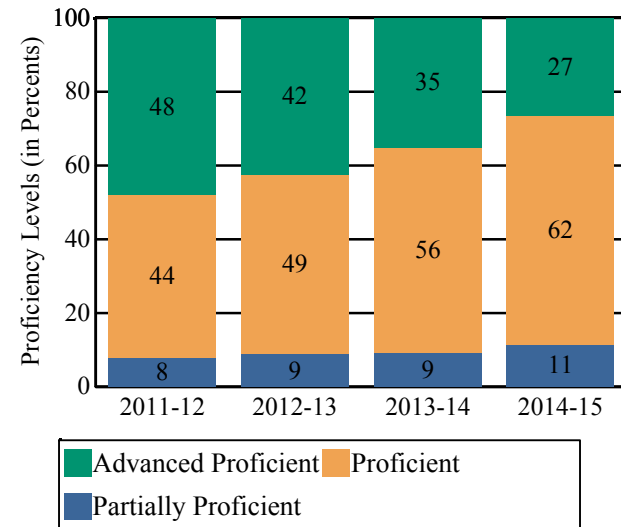
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	27%	62%	11%
White	24%	63%	14%
African American	-	-	-
Hispanic	12%	76%	12%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
28	22

Algebra I Test Taking

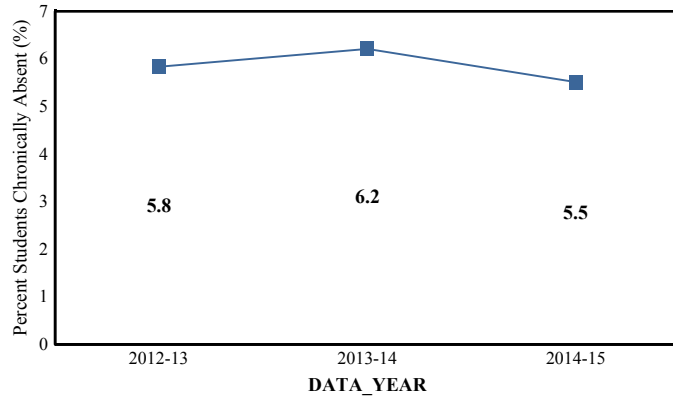
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
82.1%	100.0%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

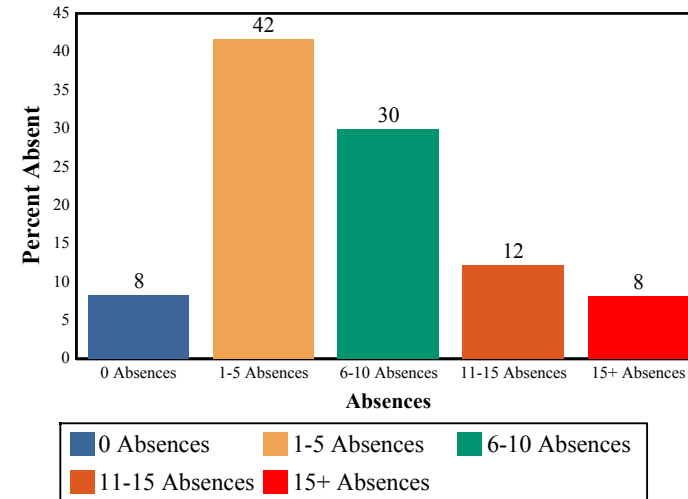


Chronic Absenteeism for 2014-15

5.52%

Absenteeism

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



Visual and Performing Arts

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

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

N/R - Data Not Reported

STUDENT GROWTH

**BERGEN
DUMONT BORO**

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

GRADE SPAN PK-08

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	62	78	86	35	YES
Student Growth on Math	57	49	75	35	YES
		64	81		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	5%	1%	2%
Approached	7%	6%	6%
Met	9%	18%	26%
Exceeded	1%	4%	13%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	6%	5%	2%
Approached	6%	13%	11%
Met	5%	20%	27%
Exceeded	0%	0%	2%

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

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
DUMONT BORO**

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

GRADE SPAN PK-08

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	761	770
50th	748	743
25th	730	715
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	760	767
50th	744	745
25th	734	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	782	773
50th	755	750
25th	741	728
0th	708	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	769	773
50th	753	751
25th	737	728
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	765	764
50th	748	742
25th	735	721
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	762	763
50th	752	743
25th	724	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	777	770
50th	765	749
25th	748	726
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	44

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	784	776
50th	774	751
25th	752	724
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	52

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	768	763
50th	753	742
25th	736	721
0th	704	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	770	759
50th	753	740
25th	743	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	39

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN
DUMONT BORO

GRADE SPAN PK-08

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	795	777
50th	768	751
25th	754	723
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	761	748
50th	746	726
25th	731	704
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	44

SCHOOL CLIMATE

**BERGEN
DUMONT BORO**

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	0.2%

GRADE SPAN PK-08

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	266

SCHOOL PEER GROUP

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

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

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

SCHOOL PEER GROUP

**SELZER ELEMENTARY\MIDDLE SCHOOL
435 PROSPECT AVE
DUMONT, NJ 07628-1417**

**BERGEN
DUMONT BORO**

GRADE SPAN PK-08

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