NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	BERGEN
District	DUMONT BORO
Principal Name	MR. PODESTA
Address	435 PROSPECT AVE DUMONT, NJ 07628-1417
Phone Number	(201)387-3030
Email Address	SPODESTA@DUMONTNJ.ORG
Website	http://www.dumontnj.org

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	45	41	43
KG	34	37	41
1	41	31	38
2	33	41	33
3	36	32	44
4	45	37	35
5	44	46	36
6	83	78	84
7	93	82	81
8	86	92	84
Total	540	517	519

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.8%	49.7%	49.5%
Male	52.2%	50.3%	50.5%
Economically Disadvantaged Students	9.6%	9.5%	7.7%
Students with Disabilities	18.5%	18.6%	19.7%
English Learners	2.2%	3.1%	2.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	59.3%	57.1%	54.7%
Hispanic	18.9%	20.1%	21.4%
Black or African American	5.2%	4.6%	4.6%
Asian	15.0%	16.4%	17.1%
Native Hawaiian or Pacific Islander	1.5%	1.4%	1.7%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.0%	0.2%	0.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	45	41	43
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	34	37	41

Enrollment by Home Language

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

Home Language	% of Students
English	69.0%
Spanish	14.5%
Tagalog	3.9%
Malayalam	1.7%
Korean	1.5%
Other Languages	9.4%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53.5	57	50	Met Standard	52	54	50	Met Standard
White	55	56.5	50	Met Standard	53	55	51	Met Standard
Hispanic	48	57	49	Met Standard	38.5	49	48	Not Met
Black or African American	41	55.5	44	**	43.5	43.5	44	**
Asian, Native Hawaiian, or Pacific Islander	53.5	65	61	Met Standard	54.5	59	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	42.5	53	48	Met Standard	34.5	43	47	Not Met
Students with Disabilities	42	50.5	41	Met Standard	51.5	51.5	43	Met Standard
English Learners	64	60.5	54	**	33.5	48	51	**

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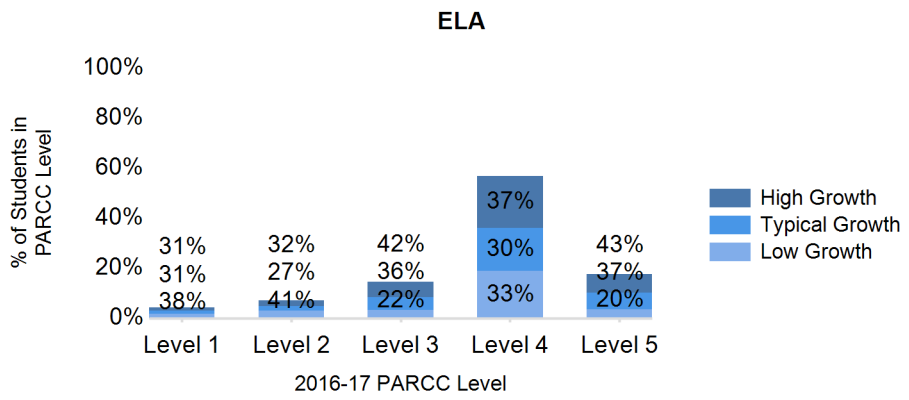
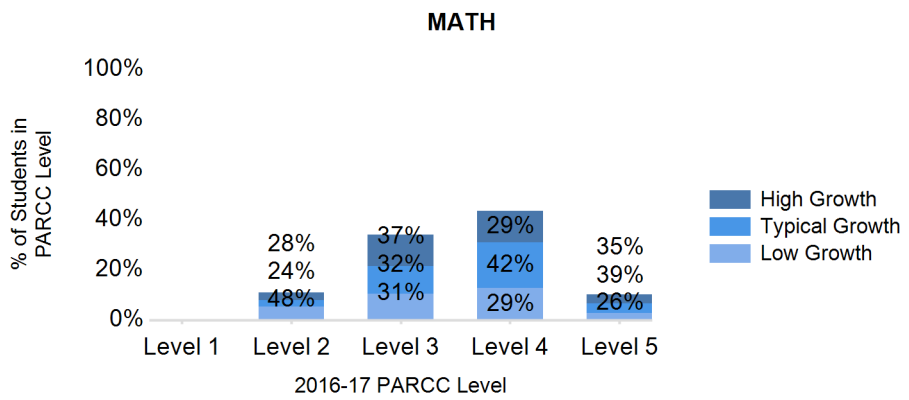
Student Growth by Performance Level

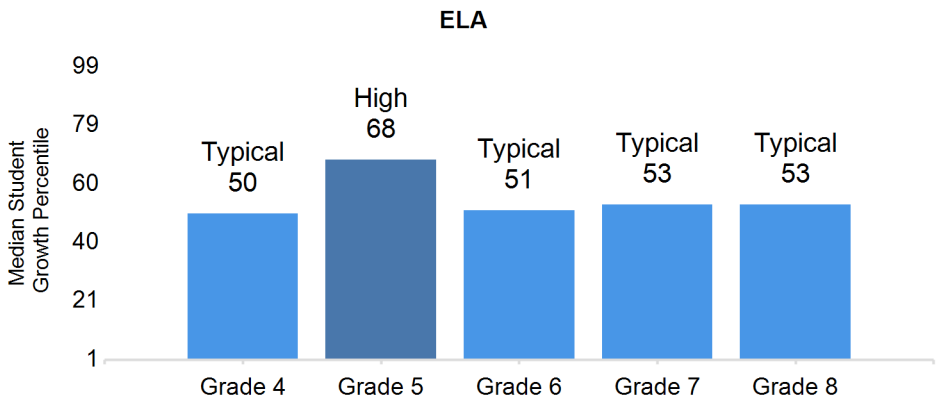
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

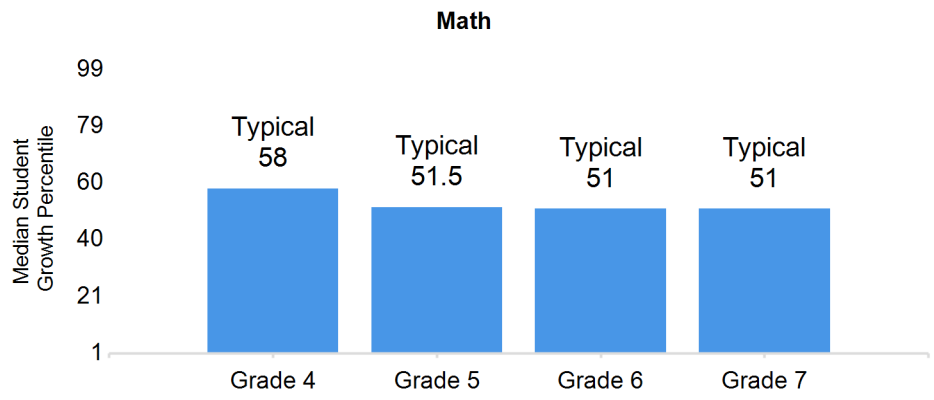




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	370	99.5	75.1	75.6	56.7	75.1	75.4	Met Target†
White	206	100.0	73.3	73.6	65.6	73.3	70.8	Met Target
Hispanic	76	98.7	73.6	69.8	42.5	73.6	78.1	Met Target†
Black or African American	*	*	*	70.2	37.3	*	73.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	100.0	84.9	*	82.3	84.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	183	98.9	84.7	83.1	64.5	84.7		
Male	187	100.0	65.8	67.6	49.4	65.8		
Economically Disadvantaged Students	37	100.0	75.7	61.5	38.5	75.7	61.1	Met Target
Non-Economically Disadvantaged Students	333	99.4	75.0	77.3	67.5	75.0		
Students with Disabilities	69	97.2	29.0	36.3	21.6	29.0	31	Met Target†
Students without Disabilities	301	100.0	85.7	82.0	63.9	85.7		
English Learners	19	100.0	73.7	61.2	27.3	73.7	**	**
Non-English Learners	351	99.4	75.2	76.5	59.4	75.2		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	770	778	750	*	*	26%	*	*	67%	52%
White	21	770	780	759	0%	*	*	*	*	57%	61%
Hispanic	12	783	772	736	0%	0%	*	*	*	92%	38%
Black or African American	*	*	755	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	16	790	788	756	*	*	*	*	*	88%	57%
Male	27	758	770	744	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	*	*	757	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	781	762	*	*	*	*	*	*	64%
Students with Disabilities	11	754	754	719	*	*	*	*	*	36%	24%
Students without Disabilities	32	775	783	756	*	*	*	*	*	78%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	43	770	*	753	*	*	26%	*	*	67%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	765	773	756	*	*	*	*	*	77%	58%
White	15	765	773	764	*	0%	*	*	*	87%	68%
Hispanic	*	*	765	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	777	786	782	0%	*	*	*	*	82%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	14	774	781	762	*	*	*	*	*	86%	63%
Male	21	759	766	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	746	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	35	765	*	759	*	*	*	*	*	77%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	777	774	755	0%	*	*	58%	26%	84%	58%
White	27	774	771	763	0%	*	*	*	*	81%	68%
Hispanic	*	*	765	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	20	772	776	762	0%	*	*	*	*	80%	66%
Male	18	782	771	749	0%	*	*	*	*	89%	51%
Economically Disadvantaged Students	*	*	762	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	776	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	757	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	777	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	38	777	*	757	0%	*	*	58%	26%	84%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	764	763	754	*	*	23%	58%	14%	73%	56%
White	49	763	760	761	*	*	27%	*	*	67%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	17	778	*	779	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	36	772	769	761	*	*	*	*	*	81%	64%
Male	48	757	758	748	*	*	*	*	*	67%	48%
Economically Disadvantaged Students	13	759	757	739	*	*	*	*	*	85%	37%
Non-Economically Disadvantaged Students	71	764	764	764	*	*	*	*	*	70%	68%
Students with Disabilities	12	732	739	723	*	*	*	*	*	17%	18%
Students without Disabilities	72	769	767	760	*	*	*	*	*	82%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	774	775	760	0%	*	*	36%	45%	81%	63%
White	41	774	772	768	0%	*	*	41%	41%	83%	72%
Hispanic	19	767	768	746	0%	*	0%	*	*	74%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	15	790	*	790	0%	0%	*	*	*	87%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	43	786	785	769	0%	*	*	40%	56%	95%	72%
Male	37	761	764	752	0%	*	*	32%	32%	65%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	17	737	742	721	0%	*	*	*	*	41%	22%
Students without Disabilities	63	784	781	768	0%	*	*	*	*	92%	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	80	774	*	762	0%	*	*	36%	45%	81%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	771	780	759	*	*	12%	40%	35%	75%	60%
White	48	772	780	767	*	*	*	35%	40%	75%	70%
Hispanic	19	764	772	744	*	*	*	*	*	74%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	53	775	783	768	*	*	*	*	*	81%	69%
Male	31	764	775	751	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	12	694	720	719	*	*	*	*	*	*	19%
Students without Disabilities	72	784	787	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

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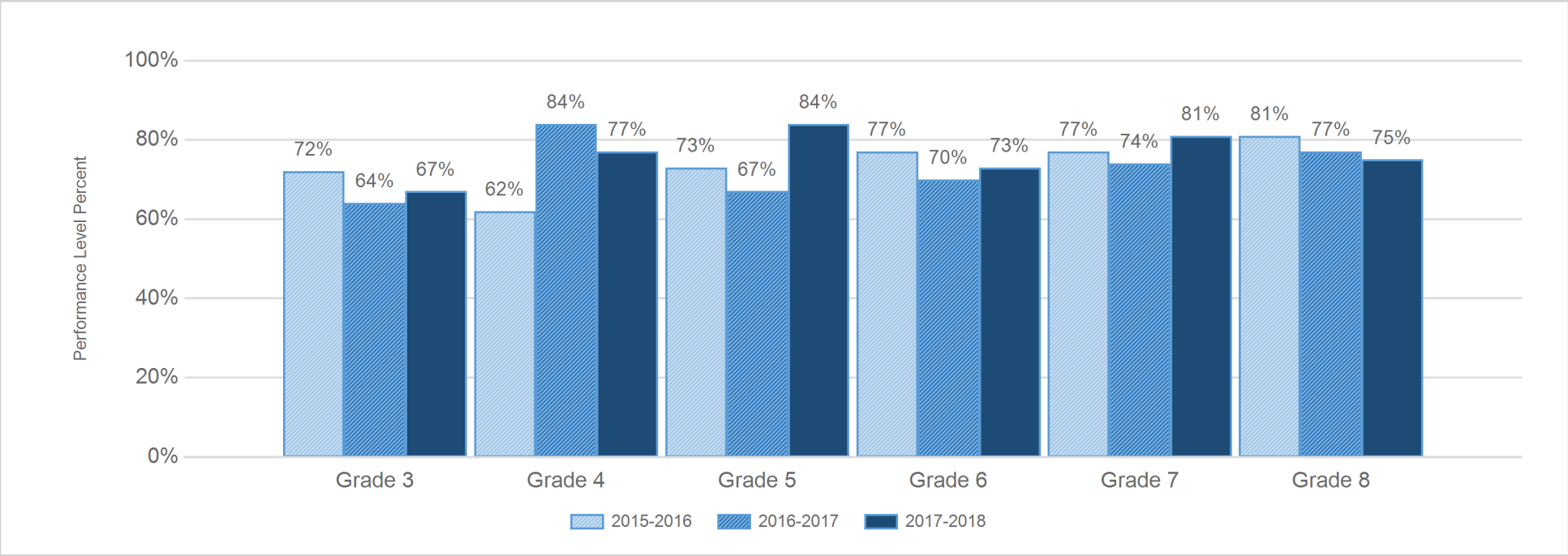
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
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2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	373	99.7	55.3	58.7	45.0	55.3	61.4	Not Met
White	206	100.0	54.9	57.6	54.1	54.9	57.2	Met Target†
Hispanic	79	100.0	45.6	47.9	29.2	45.6	58.8	Not Met
Black or African American	*	*	*	40.3	23.4	*	49	Not Met
Asian, Native Hawaiian, or Pacific Islander	66	100.0	77.3	*	77.0	77.3	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	185	99.5	61.1	61.1	46.0	61.1		
Male	188	100.0	49.5	56.1	43.9	49.5		
Economically Disadvantaged Students	38	100.0	42.1	41.7	26.6	42.1	43.5	Met Target†
Non-Economically Disadvantaged Students	335	99.7	56.7	60.7	55.9	56.7		
Students with Disabilities	69	98.6	15.9	*	17.1	15.9	25.5	Not Met
Students without Disabilities	304	100.0	64.1	*	50.5	64.1		
English Learners	22	100.0	31.8	41.4	24.6	31.8	47.1	Met Target†
Non-English Learners	351	99.7	56.7	59.9	46.9	56.7		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	755	760	752	*	*	30%	*	*	57%	53%
White	21	760	763	760	*	0%	*	*	*	57%	64%
Hispanic	13	759	*	739	*	*	*	*	*	77%	38%
Black or African American	*	*	728	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	16	763	761	752	*	*	*	*	*	75%	53%
Male	28	750	758	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	*	*	736	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	763	762	*	*	*	*	*	*	66%
Students with Disabilities	11	744	736	730	*	*	*	*	*	27%	29%
Students without Disabilities	33	759	764	756	*	*	*	*	*	67%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	757	759	748	*	0%	46%	*	*	49%	49%
White	15	754	759	755	*	0%	*	*	*	47%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	771	773	774	0%	0%	*	*	*	73%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	14	764	760	748	*	0%	*	*	*	50%	50%
Male	21	752	757	748	*	0%	*	*	*	48%	49%
Economically Disadvantaged Students	*	*	743	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	761	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	735	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	35	757	*	750	*	0%	46%	*	*	49%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	760	757	748	*	*	*	*	*	66%	49%
White	27	755	752	756	*	*	*	*	*	63%	60%
Hispanic	*	*	748	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	20	754	755	749	*	*	*	*	*	60%	50%
Male	18	766	760	747	*	*	*	*	*	72%	48%
Economically Disadvantaged Students	*	*	739	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	760	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	738	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	760	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	38	760	*	750	*	*	*	*	*	66%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	748	750	744	*	*	39%	*	*	50%	44%
White	49	747	748	751	0%	*	*	49%	0%	49%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	17	763	*	771	0%	0%	*	*	*	76%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	36	750	751	745	*	*	39%	*	*	56%	45%
Male	48	747	749	742	*	*	40%	*	*	46%	42%
Economically Disadvantaged Students	13	743	743	729	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	71	749	751	753	*	*	*	*	*	52%	56%
Students with Disabilities	12	725	728	717	*	*	*	*	*	*	13%
Students without Disabilities	72	752	753	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	753	754	743	*	16%	33%	*	*	49%	43%
White	41	752	753	750	0%	*	34%	*	*	49%	54%
Hispanic	20	743	746	732	*	*	*	*	*	40%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	15	773	*	767	0%	0%	*	*	*	80%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	44	755	755	745	*	*	34%	*	*	52%	45%
Male	37	750	752	741	*	*	32%	*	*	46%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	17	731	732	717	*	*	*	*	*	18%	12%
Students without Disabilities	64	758	758	748	*	*	*	*	*	58%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	743	743	728	19%	0%	27%	55%	0%	55%	28%
White	36	742	742	736	*	0%	*	56%	0%	56%	36%
Hispanic	17	746	743	722	*	0%	*	*	*	53%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	40	751	748	731	*	0%	*	63%	0%	63%	31%
Male	24	731	736	725	*	0%	*	42%	0%	42%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	12	693	698	705	*	*	*	*	*	*	*
Students without Disabilities	52	755	752	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	806	764	746	0%	0%	0%	52%	48%	100%	46%
White	12	809	764	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	753	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	21	806	*	756	0%	0%	0%	52%	48%	100%	57%
Students with Disabilities	N	N	709	716	N	N	N	N	N	N	13%
Students without Disabilities	21	806	769	752	0%	0%	0%	52%	48%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	21	806	*	749	0%	0%	0%	52%	48%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

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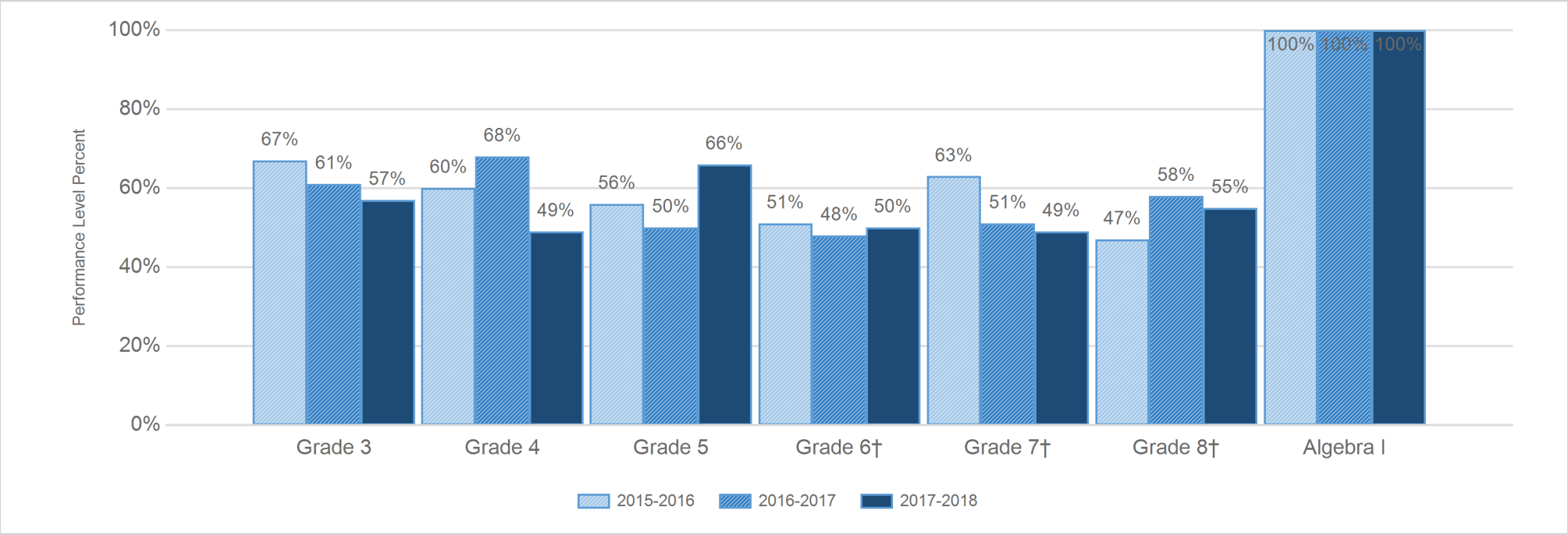
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	84
7	0	0	81
8	21	0	63
Total	21	0	228

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	84	0	0	0	0	0	0
7	81	0	0	0	0	0	0
8	84	0	0	0	0	0	0
Total	249	0	0	0	0	0	0

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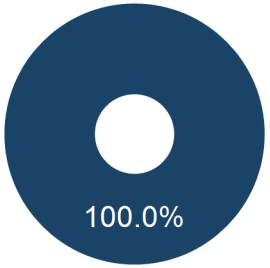
Visual and Performing Arts – Course Participation

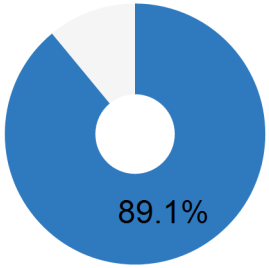
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

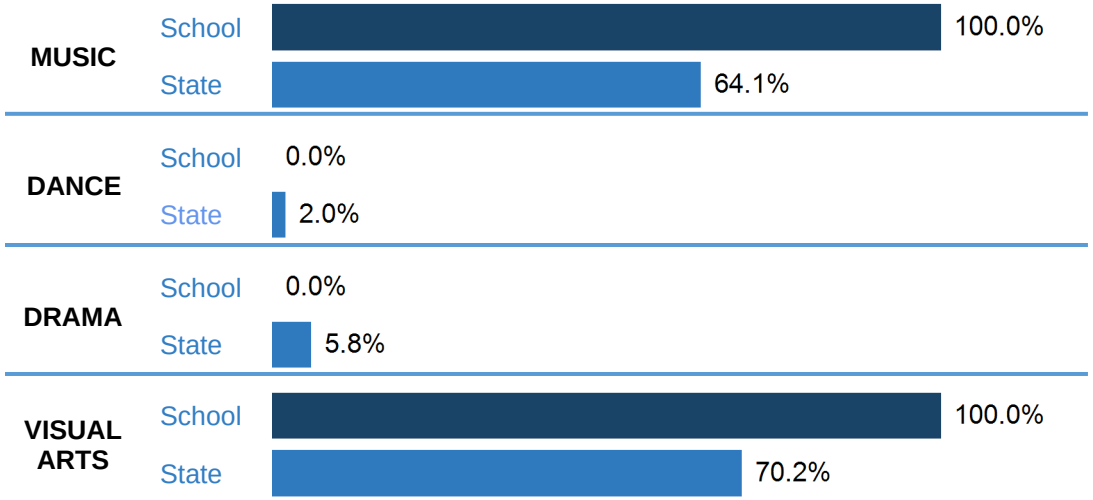


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

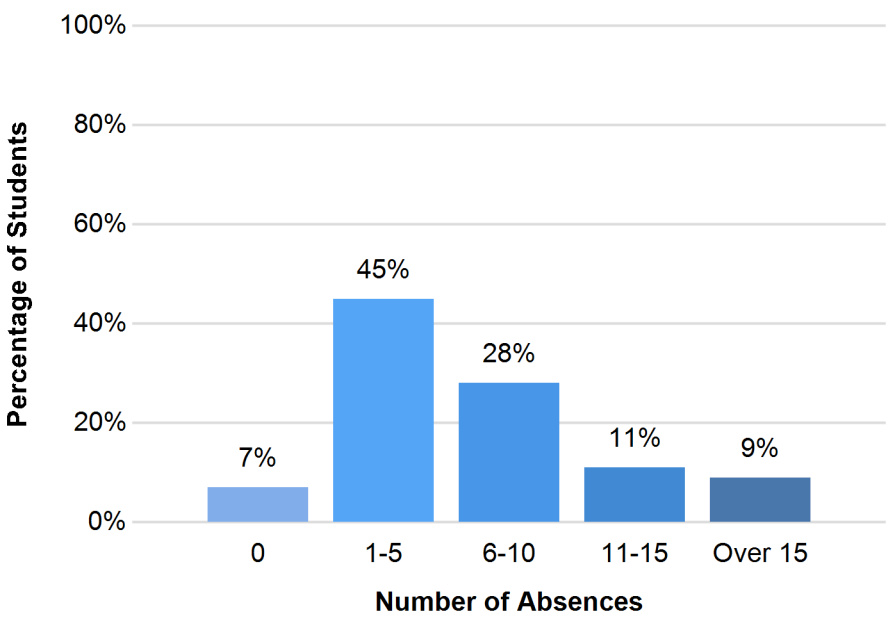
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	30	6.1	9.1	Met
White	21	7.8	9.1	Met
Hispanic	8	7.7	9.1	Met
Black or African American	*	*	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.1	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	5	11.6	9.1	Not Met
Students with Disabilities	9	9.0	9.1	Met
English Learners	2	20.0	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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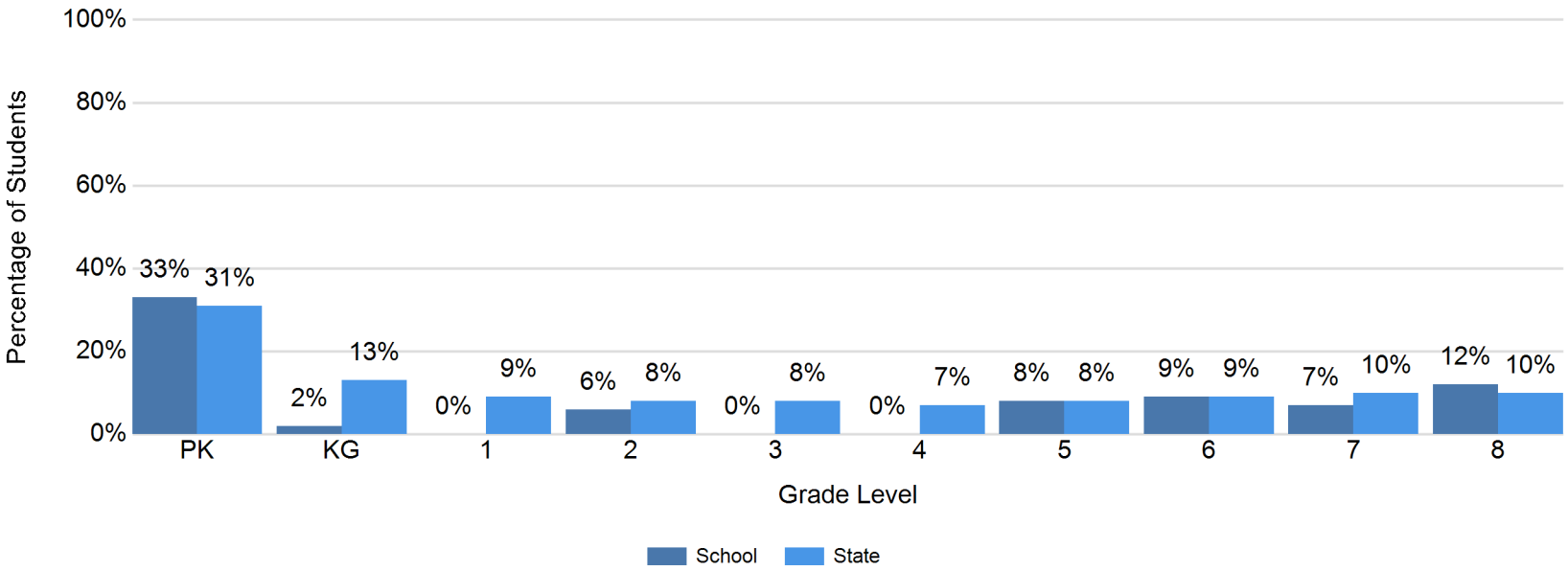
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.31

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	5
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	1	1
Other	2	0	2
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$343	$14,570	$14,913

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	13.2	10.7
Teachers in district for 4 or more years	88.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,374
Average years experience in public schools	15.7	16.0
Average years experience in district	15.7	12.0
Administrators in district for 4 or more years	88.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	260:1	138:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		1245:1
Students to Nurses		498:1
Students to Counselors		415:1
Students to Child Study Team		277:1

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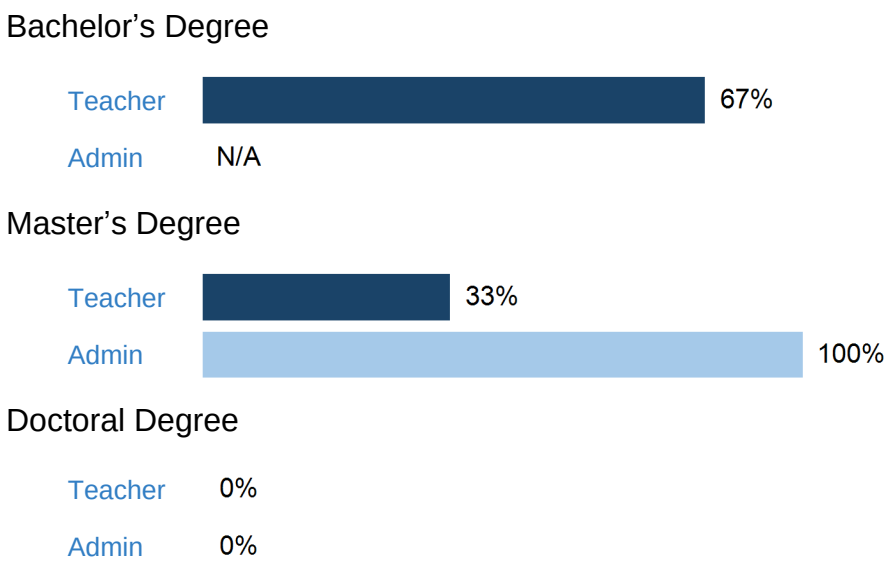
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.4%	90.2%
2016-17 Administrators: Same district 2017-18	94.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.8%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	85.7%	50.0%
Male	14.3%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	84.30	17.5%
Mathematics Proficiency	56.28	17.5%
English Language Arts Growth	50.83	25.0%
Mathematics Growth	42.14	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	65.47	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	57.66	n/a
Summative Rating: Percentile Rank of Summative Score	61.73	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

NJ SCHOOL PERFORMANCE REPORT

SELZER ELEMENTARY\MIDDLE SCHOOL
(03-1130-080)
Grades Offered: PK-08
2017-2018

Report Key:
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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	**	Met	No
White	55.38	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	56.63	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	41.16	14.08	No	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	50.97	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	62.97	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	Met Target†	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

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

Highlights:	• Award Winning TIC (Trout in the Classroom) Program • National Geography Bee State Finalists. Bergen County Band and Choir Particpants • Google Classroom Initiative and Middle School 1:1 Chromebook Initiative
Mission, Vision, Theme:	Selzer SchoolÕs primary mission is to educate its students, offering them the opportunity to fulfill their potential and progress toward full and productive participation in the greater community. We believe that each individual has been endowed with gifts that can be cultivated and nurtured through our diverse programs. There are many ways to achieve at Selzer School and we attempt to recognize individual success. Students are our main focus. All of our efforts are designed with their welfare at the fore. Fortunately, our students have flourished after leaving Selzer School, consistently succeeding in their chosen career paths and places of higher learning. The synergy created by the interaction of students, staff and parents has provided a healthy, viable and durable environment.
Awards, Recognition, Accomplishments:	The Selzer School Girls Basketball team earned Second place in BYBL Girls Basketball Tournament. The Charles A. Selzer Jazz Band earned Second place in the Middle School Jazz Band Festival. The Selzer School Chorus and Band received Honorable Mention in the Dorney Park Music Festival. Students in the Academic Enrichment Program earned second place in the BCCTG competition. Our students competed at the state level in the National Geography Bee

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Courses, Curriculum, Instruction:	The program emphasizes academics. Our curriculum is reviewed and revised regularly, and it is articulated from grade to grade. Grades prekindergarten through five are self-contained programs. At grades six through eight, the program is designed as a middle school. Students receive a fully departmentalized program. The middle grades are organized into teams and the teachers meet several periods per week to plan together.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) We also have a vibrant athletic program with a full schedule of interscholastic basketball for boys and girls. In addition, the boys and girls teams participate in the Maywood basketball tournament and the South Hackensack tournament. The Selzer School Girls Basketball team earned Second place in BYBL Girl's Basketball Tournament.
Clubs and Activities:	Students at Selzer School enjoy participation in the Environmental Club, RAK (Random Acts of Kindness) Club, Student Council, Cheerleading, Homework Heros Club, Pep Band, and Senior Chorus. Band, orchestra, and chorus are all successful musical performing ensembles and are all part of the arts curriculum. Student Council sponsored dances provide the middle school students with an opportunity to socialize. Yearbook Club is a popular organization that many students enjoy.

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Before and After School Programs:	The Bergen County YWCA Before and After Care program. This program is for students if grades K-5. This program is sponsored by the YWCA of Bergen County.
Staff and Professional Learning:	Our staff members are all highly qualified professionals who participate in continuous professional improvement activities. District Sponsored Professional Development like our Chromebook trainings and Google Classroom trainings as well as our Link-It and SGO refreshers provided an excellent starting point for a productive school year. In addition, Sheltered English Instruction Pilot, Power Teacher Pro, and DBQ Online were offered as PD opportunities.

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Student Supports and Services:	At Selzer School, there are many support services available to students. I&RS, Child Study Team, ELL, Peer Mediators, LunchBunch Social Skills Group, RAP Group, and Peer Tutors are our formal means of assistance. In addition, there are homework centers in place for grades six and seven. Eighth grade students have an extra help schedule for each teacher.
Student Health and Wellness:	At Selzer School, we believe that each individual has been endowed with gifts that can be cultivated and nurtured through our diverse programs. Students enjoy a wonderful character education program. Students in Grades 6 - 8 spend one marking period studying the health curriculum. These same students participate in physical education and recess. The PTO sponsors a Healthy Snack Day. CPR and Epi-pen and Glucagon training is provided for the staff.
Parent and Community Involvement:	Complimenting the rapport between staff and students are the parents and the very active Selzer School Parent Teacher Organization. The PTO sponsors many enjoyable activities like the Tricky Tray, Movie Night, Trunk or Treat, and many others. We have established many opportunities for communication between parents and staff. The PTO, Key Communicators, Powerschool Parent Portal, District Website, and the School Messenger System help to foster the relationship between community and school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Y
Facilities:	Selzer School is a beautiful structure located on a sprawling campus and park-like piece of property. The original building was built in 1961 with The West Wing addition constructed in 2001 and the Media Center addition built in 2006. The school also has two computer labs, a full service media center equipped with Mac desktop computers,laptop carts, and a SMART board. Selzer school alos boasts a beautiful gymnasium with ta stage, sound system, and overhead spot lights and colored lights.

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Other Information:	At Selzer School, the academic program is highly successful, as evidenced by our high performance on the PARCC tests and our continual high performance on the NJASK testing program. In addition to the core subjects, students also have quarter courses that they cycle through to experience Art, Music, College and Career Readiness, and STEM Explorations. Our STEM Lab features a full compliment of MacBook Pro laptops, four 3D Printers, and fourteen Lego Mindstorm robot kits. Selzer School emphasizes character education programs like our SWIM, Sharks with Integrity and Morals. SWIM is a school-wide program designed to create a sense of community for all members (teachers, faculty, staff, and students). We have an effective discipline program that teaches children good citizenship. We also have created an ethos in the school that promotes a positive self-image for students and a respect for each person as an individual. Some other features of our program include the use of the Buehler Space Center experience, Outdoor Education Program, Trout In The Classroom, an Algebra I course for qualified eighth graders, participation in the National Geography Bee, the Washington Trip, a New York City trip and Broadway show, and many other field trips planned by staff members. Our technology program is a vital aspect of our curriculum. All classrooms are equipped with the most updated Mac computers and SmartBoards. The school also has two computer labs fully equipped with the latest Mac computers and SMART boards. We have a full service media center equipped with seventeen Mac desktop computers and a SMART board. In addition, Selzer school students enjoy the user of three I-pad carts, seven laptop carts, and six Chromebook carts. We also have a vibrant athletic program with a full schedule of interscholastic basketball for boys and girls, cheerleading, and an excellent instrumental music program featuring band, orchestra, and chorus.