

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/>.

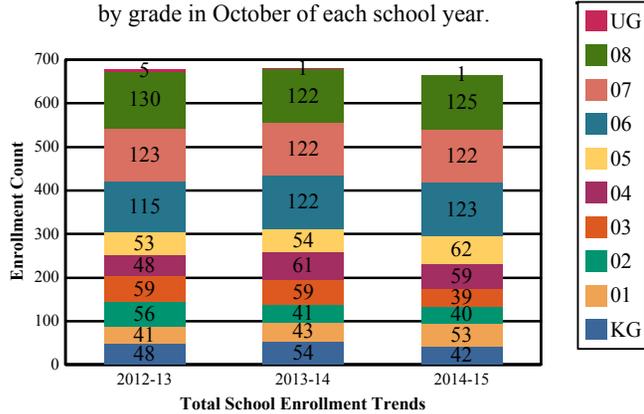
**DEMOGRAPHIC INFORMATION**

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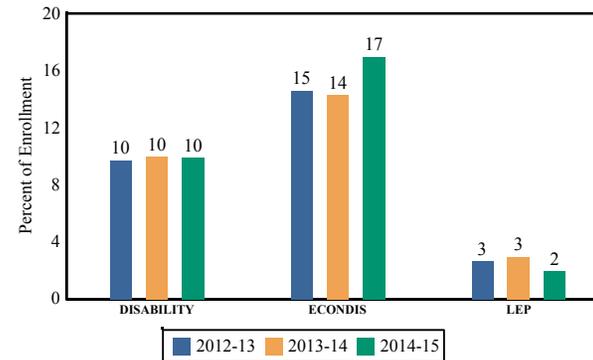
**Enrollment by Grade**

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



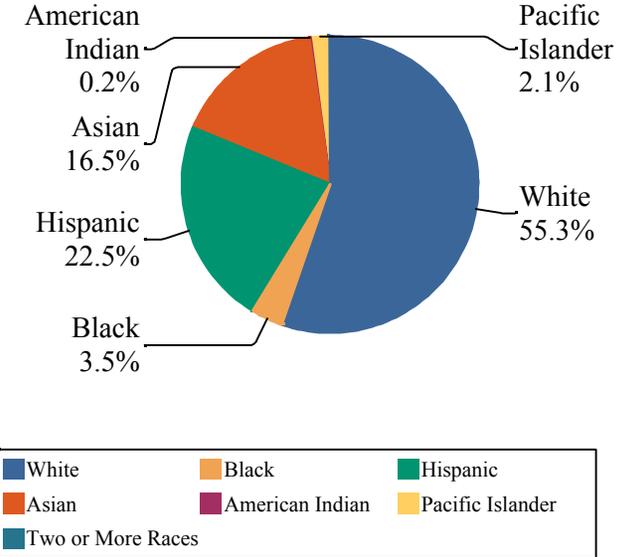
**Enrollment Trends by Program Participation**

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.



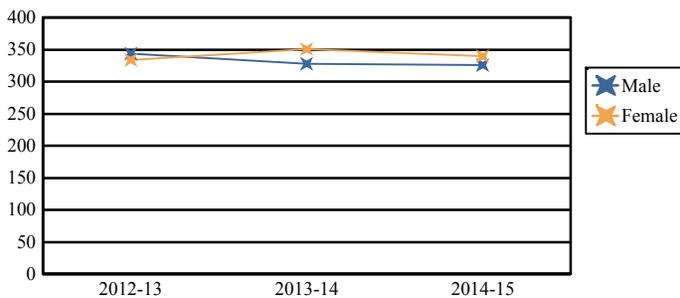
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**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.



**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%

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

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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.

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

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**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%

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**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%

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**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%

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**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%

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**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%

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**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%

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**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%

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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%

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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%

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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%

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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%

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**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**

**BERGEN  
DUMONT BORO**

**GRADE SPAN KG-08**

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

**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**

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
DUMONT BORO**

**GRADE SPAN KG-08**

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

**NJASK Results - Science Grade Level - 04**

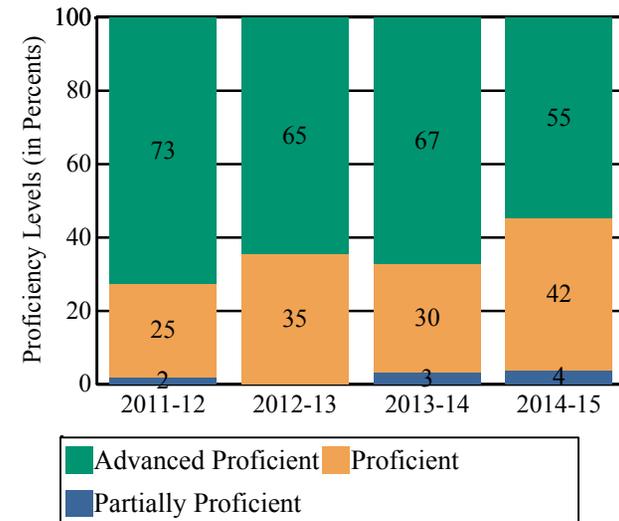
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

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**

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**GRADE SPAN KG-08**

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

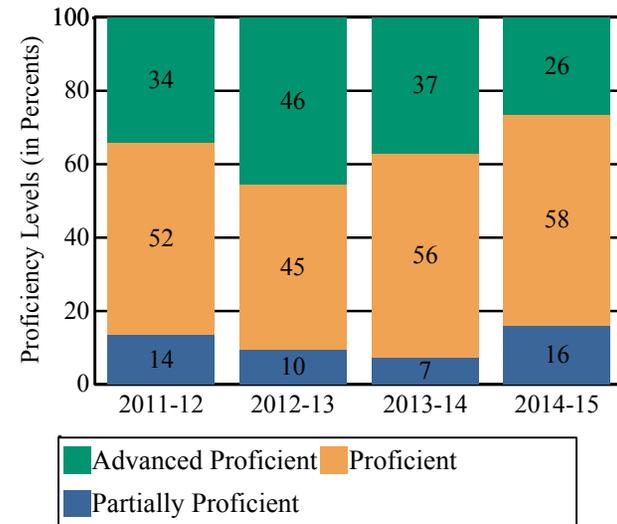
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	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

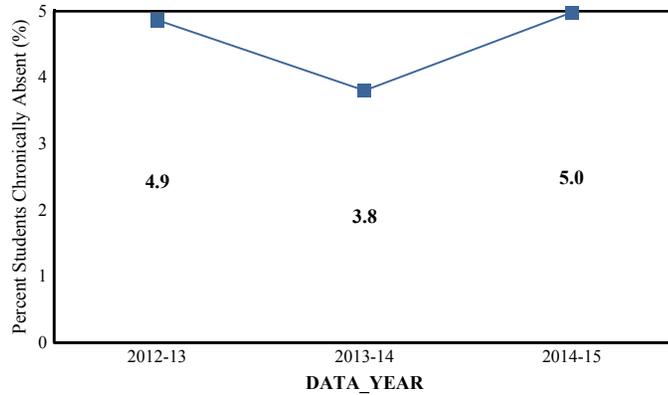
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

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.

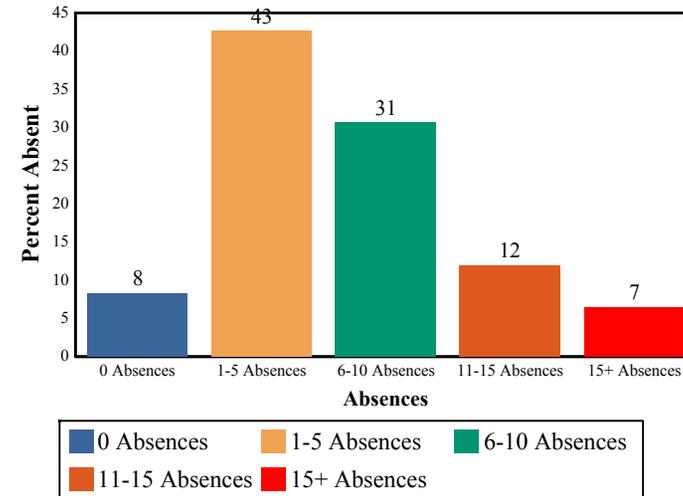


**Chronic Absenteeism for 2014-15**

**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%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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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**

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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**

**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 SPAN KG-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	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**

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31 DEPEW ST  
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**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	<b>HONISS ELEMENTARY\MIDDLE SCHOOL</b>	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**

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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%