



# Hanover Township School District (27-2000)

2020-2021

County: Morris  
District: Hanover Township School District  
61 Highland Avenue  
Whippany, NJ 07981

Superintendent: Mr. Michael Wasko  
[District Website](#)  
973-515-2404



**1,297**  
Total Students



**PK-08**  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Notes for 2020-2021:** The ongoing COVID-19 pandemic has continued to have a significant impact on the way the NJDOE was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.

The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during the past two years. While some data may be missing, the NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance for the New Jersey Student Learning Assessment (NJSLA)
  - Dynamic Learning Maps (DLM) and ACCESS for ELLs data will be included in the 2020-2021 reports
  - Links will be provided to the results of the Fall 2021 Start Strong Assessments
- Student growth data
- Progress toward English language proficiency
- ESSA summative ratings or indicator scores
- Status in meeting annual targets or standards for Every Student Succeeds Act (ESSA) accountability indicators

An updated "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2020-2021" sections.

**School Performance Report Resources:**The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports.

## Overview & Resources

### District Contact Information

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

| Type                | Contact Information  |
|---------------------|--|
| County              | Morris   |
| District            | Hanover Township School District   |
| Superintendent Name | Mr. Michael Wasko  |
| Address             | 61 Highland Avenue, Whippany, NJ 07981   |
| Phone Number        | <a href="tel:973-515-2404">973-515-2404</a>  |
| Email Address       | <a href="mailto:michael.wasko@hanovertwpschools.org">michael.wasko@hanovertwpschools.org</a> |
| Website             | <a href="http://www.hanovertwpschools.com">www.hanovertwpschools.com</a>                     |
| Twitter             | <a href="https://twitter.com/HTPS_NJ">https://twitter.com/HTPS_NJ</a>                        |



## Overview & Resources

### Schools in this District

Click on a school name below to access the detailed school-level report for each school.

| School Name                            | Grades Offered |
|--|----------------|
| <a href="#">Bee Meadow School</a>      | PK-05          |
| <a href="#">Memorial Junior School</a> | 06-08          |
| <a href="#">Mountview Road School</a>  | KG-05          |
| <a href="#">Salem Drive School</a>     | KG-05          |

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade        | 2018-19      | 2019-20      | 2020-21      |
|--------------|--------------|--------------|--------------|
| PK           | 25           | 21           | 22           |
| KG           | 132          | 127          | 121          |
| 1            | 121          | 133          | 130          |
| 2            | 156          | 120          | 132          |
| 3            | 150          | 154          | 118          |
| 4            | 153          | 155          | 155          |
| 5            | 164          | 155          | 155          |
| 6            | 148          | 162          | 153          |
| 7            | 163          | 151          | 163          |
| 8            | 170          | 164          | 148          |
| <b>Total</b> | <b>1,382</b> | <b>1,342</b> | <b>1,297</b> |

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

| Student Group                       | 2018-19 | 2019-20 | 2020-21 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48.9%   | 48.0%   | 48.0%   |
| Male                                | 51.1%   | 52.0%   | 52.0%   |
| Non-Binary/Undesignated Gender      |         | <1%     | ≤1%     |
| Economically Disadvantaged Students | 1.4%    | 2.7%    | 2.5%    |
| Students with Disabilities          | 19.7%   | 20.0%   | 19.5%   |
| English Learners                    | 2.3%    | 2.8%    | 3.6%    |
| Homeless Students                   | 0.0%    | 0.2%    | 0.2%    |
| Students in Foster Care             | 0.0%    | 0.0%    | 0.0%    |
| Military-Connected Students         | 0.0%    | 0.0%    | 0.0%    |
| Migrant Students                    | 0.0%    | 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             | 2018-19 | 2019-20 | 2020-21 |
|-------------------------------------|---------|---------|---------|
| White                               | 66.0%   | 66.3%   | 66.7%   |
| Hispanic                            | 11.7%   | 11.3%   | 11.5%   |
| Black or African American           | 2.0%    | 1.9%    | 1.8%    |
| Asian                               | 13.7%   | 14.1%   | 12.8%   |
| Native Hawaiian or Pacific Islander | 0.0%    | 0.0%    | 0.0%    |
| American Indian or Alaska Native    | 0.0%    | 0.1%    | 0.1%    |
| Two Or More Races                   | 6.6%    | 6.4%    | 7.0%    |

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

### 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.

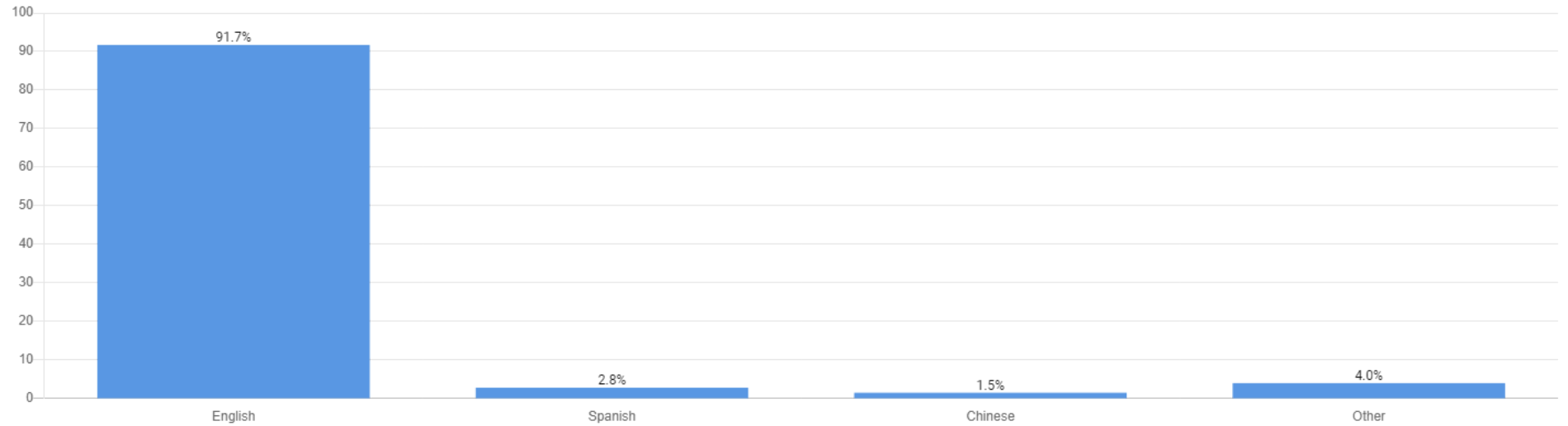
| Grade         | 2018-19 | 2019-20 | 2020-21 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 25      | 21      | 22      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 132     | 127     | 121     |

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

### 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. To see this data in a table, click the Table View option below the chart.



## Student Growth

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 (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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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.

**Important note for 2020-21:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentile were not calculated and will not be reported for either the 2019-20 or 2020-21 school years. Tables showing 2020-21 median student growth percentiles and other measures of student growth will not be included in this report.

### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below shows how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**Important note for 2020-21:** Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic in both 2019-20 and 2020-21, student growth percentiles were not calculated and will not be reported for the 2019-20 and 2020-21 school years.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



| Performance Measure                         | 2018-19 ELA  | 2019-20 ELA | 2020-21 ELA | 2018-19 Math | 2019-20 Math | 2020-21 Math |
|---|--------------|-------------|-------------|--------------|--------------|--------------|
| Median Student Growth Percentile            | 59           |             |             | 52           |              |              |
| Met Standard (40-59.5)?                     | Met Standard |             |             | Met Standard |              |              |
| Statewide: Median Student Growth Percentile | 50           |             |             | 50           |              |              |

## Academic Achievement

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the [NJDOE website](#). Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2022. Other reports on Start Strong results that reflect all students testing as of Fall 2022 are available on the [NJDOE Assessment webpage](#).

### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures is the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA results for 2018-19 include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



| Performance Measure                                   | 2018-19 ELA | 2019-20 ELA | 2020-21 ELA | 2018-19 Math | 2019-20 Math | 2020-21 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate                                    | 98.2%       |             |             | 98.4%        |              |              |
| Proficiency Rate for Federal Accountability           | 74.6%       |             |             | 59.1%        |              |              |
| Annual Target   | 68.4%       |             |             | 57.9%        |              |              |
| Met Annual Target?                                    | Met Target  |             |             | Met Target   |              |              |
| Statewide Proficiency Rate for Federal Accountability | 57.9%       |             |             | 44.5%        |              |              |

† Target was met within a confidence interval.



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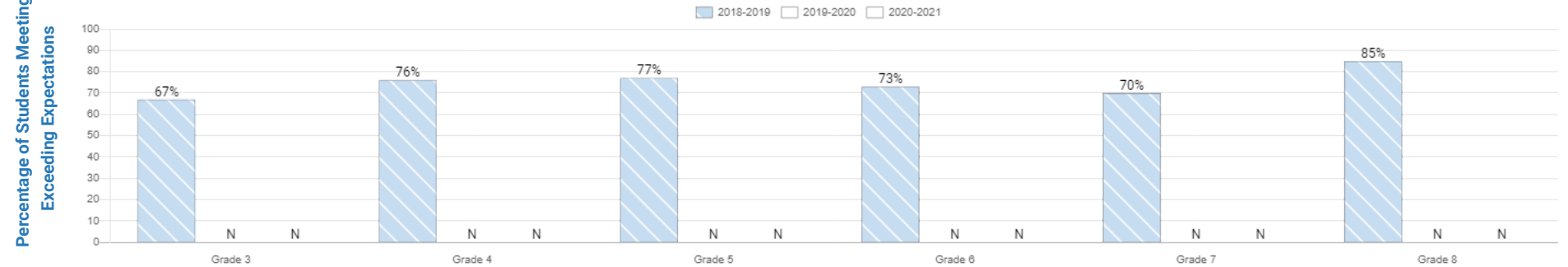
The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



## Academic Achievement

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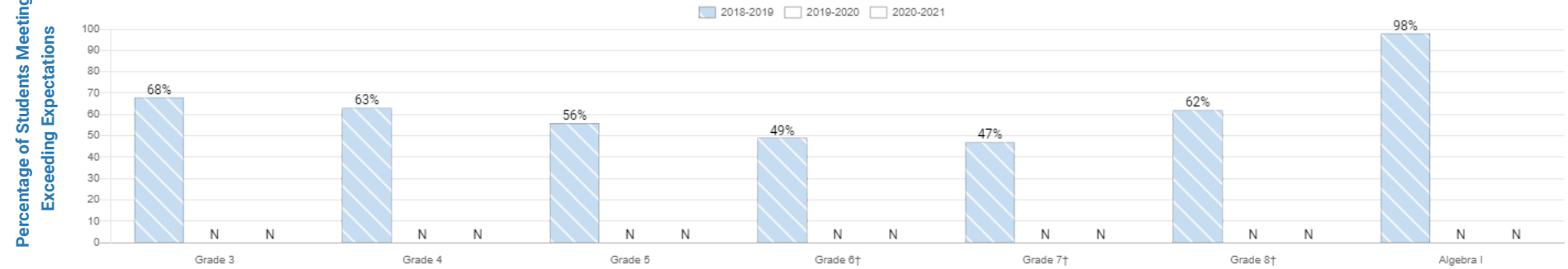
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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

**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

## Academic Achievement

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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

**Important note for 2020-21:** The Dynamic Learning Maps (DLM) assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

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

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

**Important note for 2020-21:** Due to the cancellation of the ACCESS for ELLs assessment in 2019-20 and federal waivers as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2020-21.

### 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.

**Important note for 2020-21:** The ACCESS for ELLs assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score 4.5 or Above |
|-------------------|-------------------|---|--|
| 0-2               | 30                | 86.7%                                   | 13.3%                                      |
| 3-4               | *                 | *                                       | *  |
| 5 or more         | 10                | 70%                                     | 30%  |

## Academic Achievement

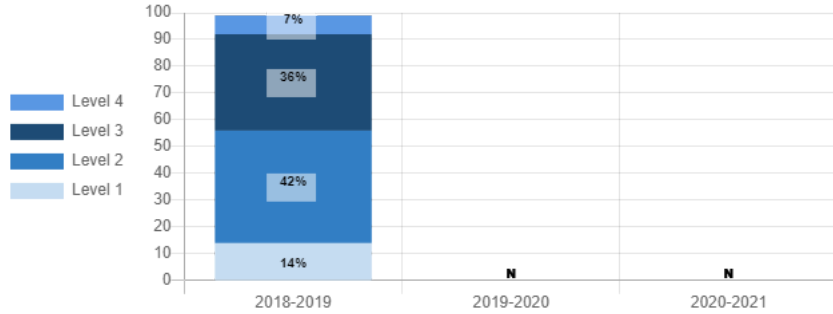
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA Science assessment results will not be included in this report.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

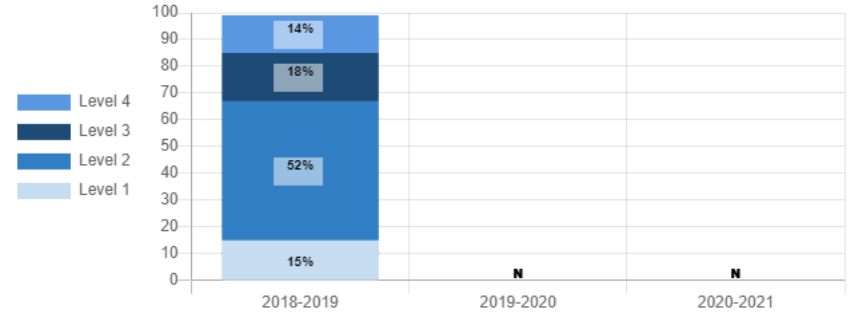
**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

**Important note for 2020-21:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



## College and Career Readiness

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 | Other Math |
|-------|-----------|----------|------------|
| 6     | 0         | 0        | 155        |
| 7     | 0         | 0        | 163        |
| 8     | 32        | 0        | 116        |
| Total | 32        | 0        | 434        |

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### 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     | 118     | 36     | 0       | 0     | 0      | 0       | 0               |
| 7     | 92      | 25     | 0       | 0     | 0      | 0       | 0               |
| 8     | 92      | 26     | 0       | 0     | 0      | 0       | 0               |
| Total | 302     | 87     | 0       | 0     | 0      | 0       | 0               |

## College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Computer Programming | Principles of Computer Science | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
|-------|----------------------|--------------------------------|-------------------|------------------------|------------|---------------------|----------|
| 6     | N                    | N                              | N                 | N                      | N          | N                   | N        |
| 7     | N                    | N                              | N                 | N                      | N          | N                   | N        |
| 8     | N                    | N                              | N                 | N                      | N          | N                   | N        |
| Total | 0                    | 0                              | 0                 | 0                      | 0          | 0                   | 0        |

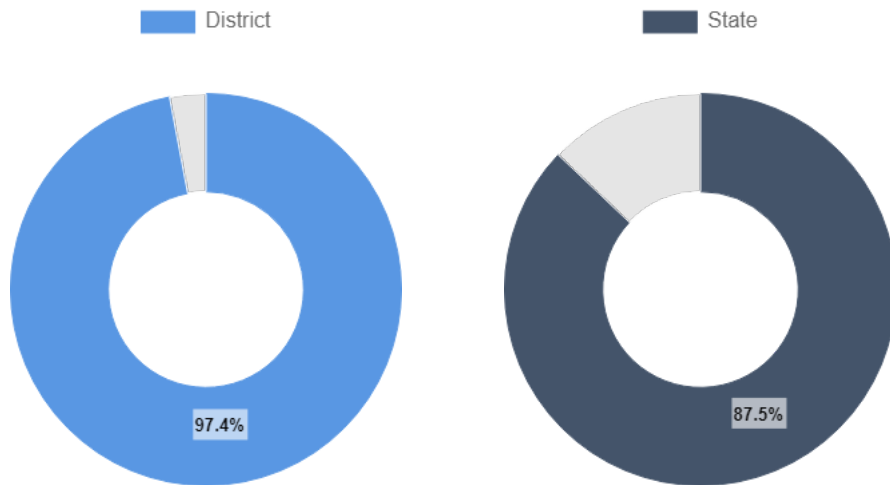


## College and Career Readiness

### 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 second set of charts 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**

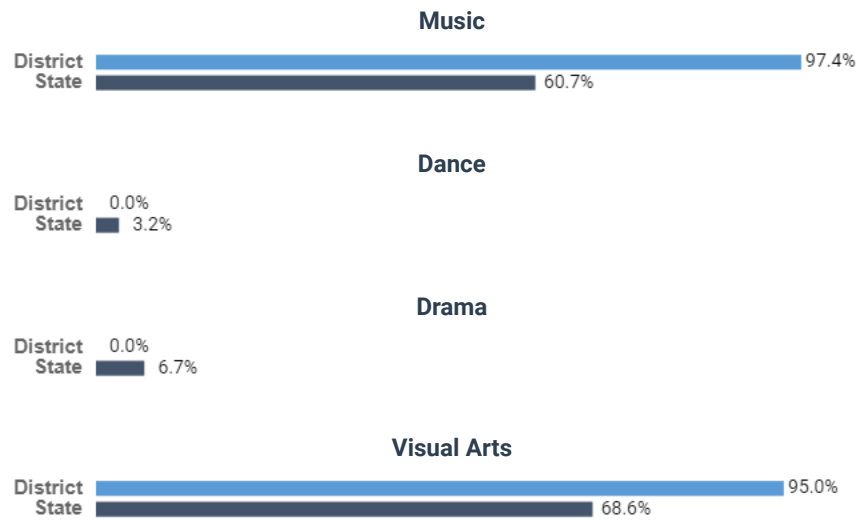


## College and Career Readiness

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Students enrolled in one or more classes by discipline:



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## Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

**Important note for 2020-21:** The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

### 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.

**Important Note for 2020-21:** NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, state averages and status in meeting the state average are not reported for the 2020-21 school year.

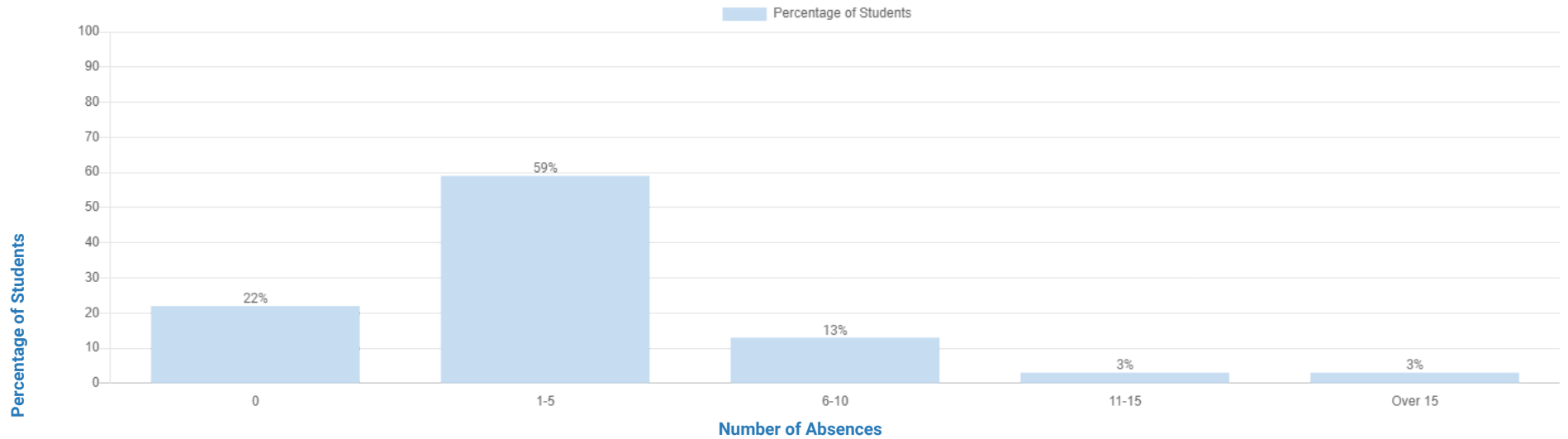
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### Days Absent

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



## Climate and Environment

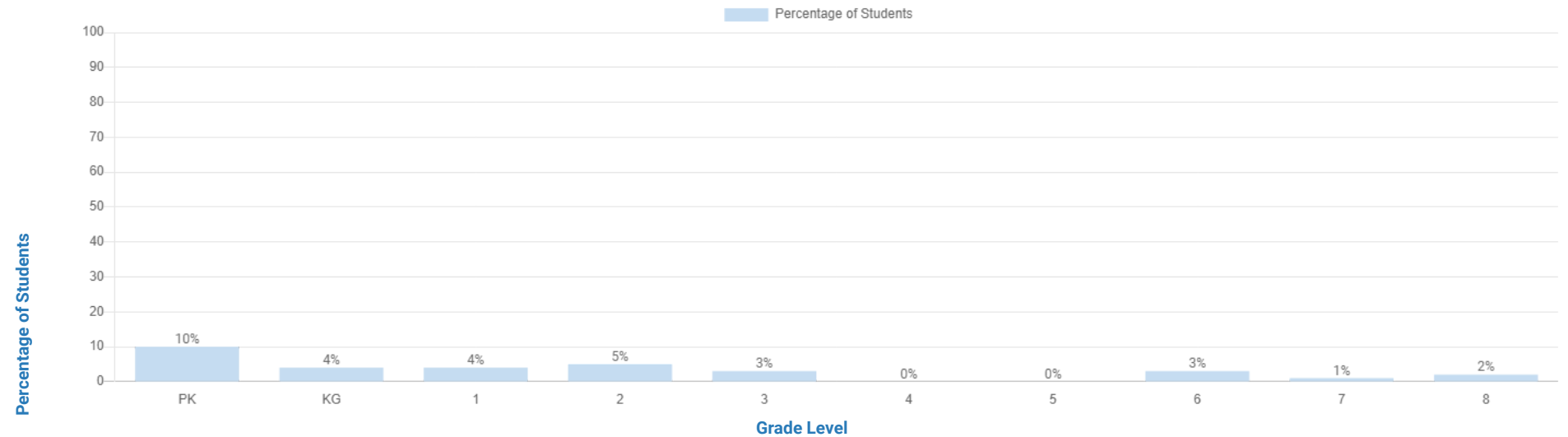
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### Chronic Absenteeism by Grade

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

**Important note for 2020-21:** Because the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons are not included in the graph for 2020-21.



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## Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2020-21:** Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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                                   | 0                   |
| Weapons                                    | 0                   |
| Vandalism                                  | 0                   |
| Substances                                 | 0                   |
| Harassment, Intimidation, Bullying (HIB)   | 0                   |
| <b>Total Unique Incidents</b>              | <b>0</b>            |
| <b>Incidents Per 100 Students Enrolled</b> | <b>0.00</b>         |

### 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                                 | 0                            |
| Weapons                                  | 0                            |
| Vandalism                                | 0                            |
| Substances                               | 0                            |
| Harassment, Intimidation, Bullying (HIB) | 0                            |
| Other Incidents Leading to Removal       | 0                            |

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**Important note for 2020-21:** Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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                            | 0           | 0             | 0                        |
| Religion                        | 0           | 0             | 0                        |
| Ancestry                        | 0           | 0             | 0                        |
| Gender                          | 0           | 0             | 0                        |
| Sexual Orientation              | 0           | 0             | 0                        |
| Disability                      | 0           | 0             | 0                        |
| Other                           | 0           | 0             | 0                        |
| No Identified Nature            | 4           |               | 4                        |

### 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 | School Days Missed due to Out-of-School Suspensions |
|------------------------------------|--------------------|---------------------|---|
| In-School Suspensions              | *                  | *                   | 0   |
| Out-of-School Suspensions          | 0                  | 0.0%                |   |
| Any Suspension                     | *                  | *                   |   |
| Removal to other education program | 0                  | 0.0%                |   |
| Expulsion                          | 0                  | 0.0%                |   |
| Arrest                             | 0                  | 0.0%                |   |

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## Climate and Environment

### Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#) as of the end of the 2020-2021 school year can be found on the NJDOE website.



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## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

### Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

| Category   | Teachers in District | Teachers in State |
|--|----------------------|-------------------|
| Total Number of teachers   | 136                  | 118,311           |
| Average years experience in public schools                             | 13.1                 | 12.5              |
| Average years experience in district                                   | 11.0                 | 11.2              |
| Percentage of Teachers with 4 or more years experience in the district | 84.6%                | 76.5%             |
| Number of out-of-field teachers  | 0                    | 2,724             |

### Administrators – Experience (District Level)

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

| Category   | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators   | 9                  | 9,580           |
| Average years experience in public schools                                   | 16.4               | 16.6            |
| Average years experience in district   | 13.7               | 12.7            |
| Percentage of Administrators with 4 or more years experience in the district | 88.9%              | 79.3%           |

### Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

| Staff Category           | District: Total Staff Members | State: Total Staff Members |
|--------------------------|-------------------------------|----------------------------|
| Teachers                 | 136                           | 118,311                    |
| Administrators           | 9                             | 9,580                      |
| Librarians/Media         | 4                             | 1,215                      |
| Nurses                   | 4                             | 2,670                      |
| School Counselors        | 6                             | 4,039                      |
| Child Study Team Members | 6                             | 5,893                      |

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### Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by the districts to NJ SMART and are not based on staff full-time equivalent (FTE).

| Ratio                                      | District Ratio |
|--|----------------|
| Students to Teachers                       | 10:1           |
| Students to Administrators                 | 144:1          |
| Teachers to Administrators                 | 15:1           |
| Students to Librarians/Media Specialists † | 325:1          |
| Students to Nurses †                       | 325:1          |
| Students to Counselors †                   | 217:1          |
| Students to Child Study Team Members †,††  | 42:1           |

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school †† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

| Category                            | Students in District | Teachers in District | Administrators in District | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|----------------------|----------------------|----------------------------|-------------------|-------------------|-------------------------|
| Female                              | 48.0%                | 85-90%               | *                          | 49.0%             | 77.0%             | 56.0%                   |
| Male                                | 52.0%                | 10-15%               | *                          | 51.0%             | 23.0%             | 44.0%                   |
| Non-Binary/Undesignated Gender      | ≤1%                  | ≤5%                  | *                          | ≤1%               | ≤1%               | ≤1%                     |
| White                               | 66.7%                | 99.3%                | 100.0%                     | 40.5%             | 82.9%             | 76.8%                   |
| Hispanic                            | 11.5%                | 0.7%                 | 0.0%                       | 31.2%             | 7.8%              | 7.6%                    |
| Black or African American           | 1.8%                 | 0.0%                 | 0.0%                       | 15.0%             | 6.5%              | 14.0%                   |
| Asian                               | 12.8%                | 0.0%                 | 0.0%                       | 10.4%             | 2.2%              | 1.2%                    |
| American Indian or Alaska Native    | 0.1%                 | 0.0%                 | 0.0%                       | 0.2%              | 0.2%              | 0.1%                    |
| Native Hawaiian or Pacific Islander | 0.0%                 | 0.0%                 | 0.0%                       | 0.2%              | 0.1%              | 0.1%                    |
| Two or More Races                   | 7.0%                 | 0.0%                 | 0.0%                       | 2.6%              | 0.2%              | 0.2%                    |

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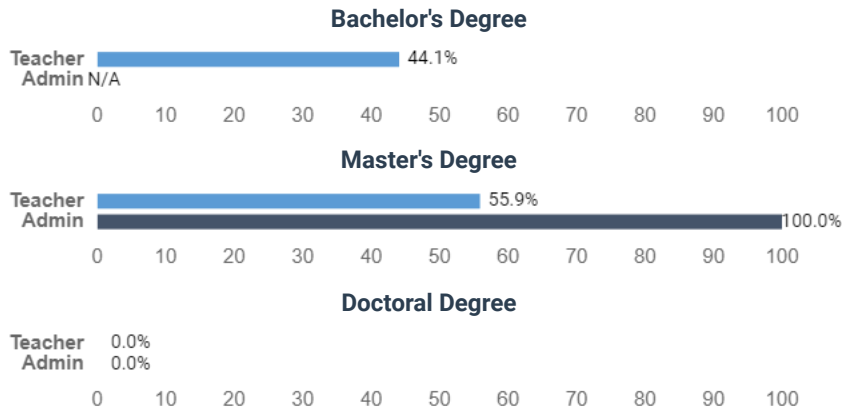
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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 2019-20 that were still assigned to this district in 2020-21. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type                                      | District | State |
|---|----------|-------|
| 2019-20 Teachers: Same district 2020-21       | 95.5%    | 91.5% |
| 2019-20 Administrators: Same district 2020-21 | 100.0%   | 89.7% |



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## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this spreadsheet please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2020-21 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

| Hanover Twp  | Federal | State & Local | Total    | ADE**   |
|--|---------|---------------|----------|---------|
| School Level Expenditures Not Assigned to a School | \$4     | \$5,339       | \$5,343  | 1,295.3 |
| District Level Central Expenditures                |         | \$3,018       | \$3,018  | 1,295.3 |
| Bee Meadow School                                  | \$415   | \$13,819      | \$14,234 | 297.3   |
| Memorial Junior School                             | \$206   | \$10,698      | \$10,904 | 464.2   |
| Mountview Road School                              | \$336   | \$10,276      | \$10,612 | 283.6   |
| Salem Drive School                                 | \$382   | \$10,713      | \$11,095 | 250.1   |
| -  |         |               |          |         |

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## Accountability

**New Jersey's Every Student Succeeds Act (ESSA) Accountability System** 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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

**Important Note for 2020-2021:** Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year will retain the same status for the 2021-2022 and 2022-2023 school years and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). As a result of these waivers, the next identification will be delayed until the 2022-2023 school year (based on 2021-2022 data) and all currently identified schools will be eligible to exit status at the end of the 2022-2023 school year.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 or 2021-2022 school year as a result of these waivers. The next identification is scheduled for the 2022-2023 school year.

The 2020-2021 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2020-2021 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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## Accountability

### Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2022-23 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

**There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2022-23 school year.**

## Accountability

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency 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. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2020-21:** The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20.

| ESSA Accountability Indicator                | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| ELA Proficiency                              | 74.6%   |         |         |
| Math Proficiency                             | 59.1%   |         |         |
| ELA Growth                                   | 59      |         |         |
| Math Growth                                  | 52      |         |         |
| 4-Year Graduation Rate†                      |         |         |         |
| 5-Year Graduation Rate†                      |         |         |         |
| Progress toward English Language Proficiency | 72.0%   |         |         |
| Chronic Absenteeism                          | 4.8%    |         | 2.2%    |

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.



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## 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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- Our District was recognized as a "Common Sense" District by Common Sense Media for our efforts in teaching digital citizenship and supporting educators using technology for learning.



### Mission, Vision, Theme:

The District's Vision Statement, "A Community That Inspires Excellence," supports our mission, to provide a solid foundation for future success, children will be challenged to think critically, assume responsibility, contribute to their community, and care about others as well as themselves. All pupils' abilities will be developed within a nurturing environment so that they achieve the New Jersey Student Learning Standards at all grade levels through the offering of excellent and innovative academic, athletic, and artistic experiences.



### Awards, Recognition, Accomplishments:

Students throughout the District on various grade levels have been honored and recognized on the local, state, and national level for their participation in the Patriot's Pen Essay Contest, the Nonpoint Source Pollution Art Contest, the Peace Island Art & Essay Contest, etc. Student athletes have been honored and recognized for both individual and team championships via participation in our interscholastic athletic programs. Board of Education member earned the "Certificated Master Board Member" Award and Service Award.

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## Narrative

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### Courses, Curriculum, Instruction:

Hanover Township has adopted the New Jersey Learning Standards as the curriculum for each of our grade levels and subject areas. All curriculum areas focus on hands-on application and STEAM practices (Science, Technology, Engineering, Art, and Mathematics) have been incorporated. Curriculum areas include 21st Century Life & Careers, Comprehensive Health & Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual/Performing Arts, and World Languages.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)  
Memorial Junior School offers variety of after school athletic programs for our student athletes including: Cross Country, Field Hockey, Soccer, Basketball, Wrestling, Track & Field, Baseball, and Softball. MJS is a member of the Greater Morris County Junior School Conference.



### Clubs and Activities:

Please visit our District website or review our individual school narratives, i.e., Memorial Junior School, Bee Meadow School, Mountview Road School, and Salem Drive School.

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### Before and After School Programs:

Hanover Township Public Schools offers before school and after school child care to district families via the Hanover Township School Age Child Care Program (HTSACC). Located in each elementary school, HTSACC operates morning and after school programs as well Camp HTSACC, our summer program. A team of enthusiastic staff cares for the children by promoting a nurturing child-centered environment that provides fun and interactive activities for all participants.



### Staff and Professional Learning:

Teachers are engaged in ongoing professional development. Collaborative professional learning communities (PLC's) drive professional development and teachers work collaboratively within grade levels and subject areas. The Hanover Township Educator Academy provides our teachers with "peer to peer" professional development opportunities provided by our resident "experts." District goals are also supported through targeted workshops that are conducted both on and offsite throughout the entire school year.



### Postsecondary Information:

N/A

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### Student Supports and Services:

The District's focus on the success of students with special needs is highlighted by partnerships between the general and special education faculty and administration. A tiered level of supports along the full continuum of program options are provided within an inclusive learning environment. Efforts to further promote the successful growth of our students and enhance our educational programs include: offering tuition-based inclusive preschool, partnerships with other public school entities, as well as the District Special Education Parent Advisory Committee.



### Student Health and Wellness:

Hanover Township Public Schools support a learning community that promotes the intellectual & social/emotional development of our students in a child-centered educational environment. Our programs of study place strong emphasis on academic achievement and participation in various mindfulness activities, health, nutrition, & lifelong physical fitness programs. Our character education programs and District mindfulness initiatives inspire an appreciation and respect for all members of our district and greater community.



### Parent and Community Involvement:

Thanks to our dedicated faculty & staff, committed student body, and supportive PTA's, Hanover Township Public Schools truly reflect our district's vision statement: "A Community That Inspires Excellence." Through various community partnerships, family events, special programs, and community service projects, our district climate is welcoming and promotes a true partnership with all community stakeholders.

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. The District promotes a school climate that supports the Six Pillars of Character. We annually assess school climate" by having all District stakeholders, i.e., students, parents, faculty & staff, participate in a school climate survey, modeled off of the NJDOE recommended School Climate Survey. Survey results are shared with the District School Climate Committee, Board of Education, School Safety Teams, Staff, PTA's, etc. Survey results are also used to assist in the development of our annual District Goals.



### Facilities:

Our District facilities are comprised of four school buildings, three elementary schools (PreK-5) and one middle school (grades 6, 7, 8) that feature a state-of-the-art auditorium/theatre, instructional media centers, computer and science laboratories, music and chorus rooms, gymnasiums, and several athletic fields.



### Technology and STEM:

The Hanover Township Public Schools incorporates STEAM throughout a student's education. Students are exposed to computer application courses at every grade level. Inclusive to the courses are coding opportunities, 3D printing, engineering design, and robotics. Additionally, our K-8 students apply engineering design thinking practices through their science classes. Engineering is Elementary is one of our programs used to support the engineering process. Applied arts courses in technology and computers are also offered at Memorial Junior School. All of our schools provide both our teachers and students with numerous professional development opportunities, STEM training programs, and various hands-on learning experiences.

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# A

## Early Childhood Education:

Hanover Township Public Schools commitment to promoting a welcoming educational environment for all learners beginning with its youngest students in the District's inclusive preschool program. Children between the ages of 3 and 4 years old with special needs and general education students who enroll on a tuition-basis, participate in a comprehensive, language-enriched preschool curriculum. This program provides students with a strong foundation in academic skills prior to entering kindergarten and teaches valuable lessons about living within a diverse community.

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### Other Information:

The vision statement that guides the K-8 Hanover Township Public Schools, "A Community That Inspires Excellence," is evident in all facets of our instructional program. Our outstanding staff, innovative programs and well-maintained facilities further demonstrate the care and commitment our community has for its youngest citizens. The district's mission, "To provide a solid foundation for future success, children will be challenged to think critically, assume responsibility, contribute to their community, and care about others as well as themselves. All pupils' unique abilities will be developed within a nurturing environment so that they achieve the New Jersey Student Learning Standards at all grade levels through the offering of excellent and innovative academic, athletic and artistic experiences," remains the primary focus. The students' academic, social and emotional growth thrives in an engaging educational environment where instruction is guided by dynamic up-to-date curriculum that reflect current best practices and trends in education. The education of each student in Hanover Township is planned to match instructional and developmental needs of the individual student and incorporate opportunities to develop skills and knowledge in all curriculum content areas as defined by the New Jersey Student Learning Standards for 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, and World Languages. Parents and community members actively support the educational system in Hanover Township and contribute greatly to our reputation as one of the premier school districts in Morris County.