



# Hanover Township School District (27-2000)

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

2021-2022

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



1,264  
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 2021-22 Reports:** The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

**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:

- 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	2019-20	2020-21	2021-22
PK	21	22	20
KG	127	121	118
1	133	130	125
2	120	132	128
3	154	118	126
4	155	155	120
5	155	155	152
6	162	153	159
7	151	163	158
8	164	148	158
<b>Total</b>	<b>1,342</b>	<b>1,297</b>	<b>1,264</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesigned gender and, as a result, 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 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	2.7%	2.5%	5.7%
Students with Disabilities	20.0%	19.5%	19.9%
English Learners	2.8%	3.6%	4.3%
Homeless Students	0.2%	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	2019-20	2020-21	2021-22
White	66.3%	66.7%	65.4%
Hispanic	11.3%	11.5%	12.4%
Black or African American	1.9%	1.8%	2.6%
Asian	14.1%	12.8%	12.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two Or More Races	6.4%	7.0%	7.0%

## Demographics

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### 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.

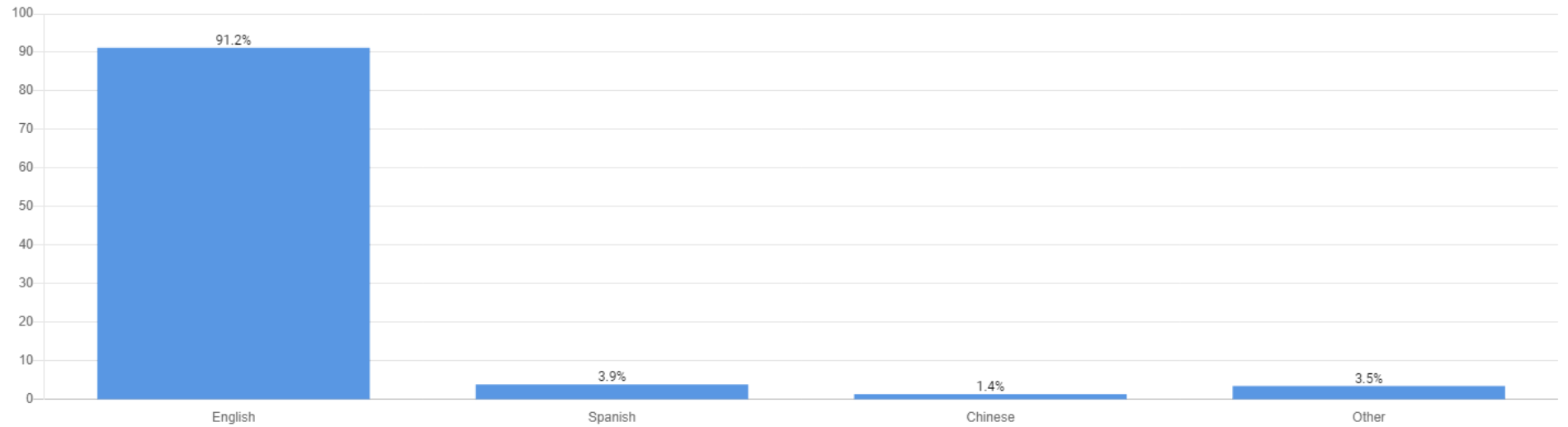
Grade	2019-20	2020-21	2021-22
PK - Half Day	0	0	0
PK - Full Day	21	22	20
KG - Half Day	0	0	0
KG - Full Day	127	121	118

## Demographics

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### 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.





**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

## Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

**Important Note for 2021-22 Reports:** The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the [COVID-19 State Plan Addendum](#), to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the [NJDOE's Accountability page](#) under 2022 Accountability Data.

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2021-22:** NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

### 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 for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures 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. 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 2021-22:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21, 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	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			98.8%			99.0%
Proficiency Rate for Federal Accountability			60.8%			51.2%
Annual Target			69.0%			59.2%
Met Annual Target?			Not Met			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.



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### English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	862	98.8%	60.8%	49%	60.8%	69%	Not Met
White	555	99.1%	57.5%	58.2%	57.5%	67.5%	Not Met
Hispanic	109	96.5%	43.1%	35%	43.1%	53.4%	Not Met
Black or African American	*	96.7%	55.6%	30.9%	55.6%	44.1%	Met Target
Asian, Native Hawaiian, or Pacific Islander	108	100%	88.9%	78%	88.9%	80%	Met Goal
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	63	98.4%	74.6%	55.4%	74.6%	80%	Met Target†
Female	*	98.1%	69.2%	55.1%	69.2%		
Male	*	99.3%	53%	43.2%	53%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	51	98.1%	29.4%	30.9%	29.4%	46.8%	Not Met
Non-Economically Disadvantaged Students	811	98.8%	62.8%	57.8%	62.8%		
Students with Disabilities	176	99.4%	29%	17.9%	29%	41.3%	Not Met
Students without Disabilities	686	98.6%	69%	55.7%	69%		
English Learners	39	93%	38.5%	21.9%	37.6%	44.8%	Met Target†
Non-English Learners	823	99%	61.8%	52%	61.8%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

## Academic Achievement

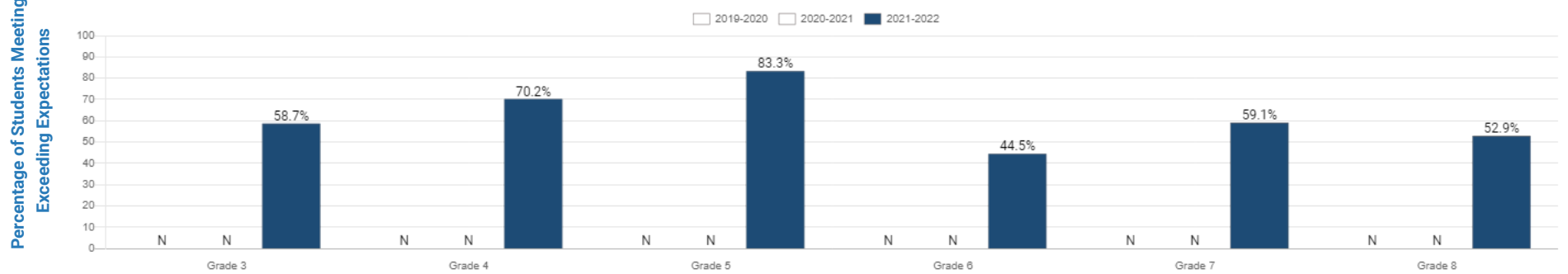
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### English Language Arts Assessment - Performance Trends

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.

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## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	126	754	740	12%	10%	20%	53%	6%	59%	42%
White	80	749	750	14%	10%	23%	51%	3%	54%	52%
Hispanic	15	730	724	20%	20%	33%	27%	0%	27%	28%
Black or African American	*	*	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	14	785	771	0%	7%	7%	71%	14%	86%	71%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	45%
Two or More Races	12	783	748	0%	0%	0%	83%	17%	100%	50%
Female	*	764	745	8%	8%	14%	63%	8%	70%	47%
Male	*	744	735	16%	11%	26%	44%	3%	47%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	720	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	757	751	10%	9%	20%	55%	6%	61%	52%
Students with Disabilities	*	732	709	30%	18%	15%	33%	5%	38%	17%
Students without Disabilities	*	764	746	3%	6%	22%	63%	6%	69%	47%
English Learners	*	*	704	*	*	*	*	*	*	13%
Non-English Learners	*	756	744	11%	10%	19%	55%	6%	61%	46%
Homeless Students	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	691	*	*	*	*	*	*	24%

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### English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	114	764	746	3%	11%	16%	45%	25%	70%	49%
White	71	761	756	3%	14%	15%	45%	23%	68%	60%
Hispanic	21	757	732	5%	10%	33%	33%	19%	52%	34%
Black or African American	*	*	729	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	12	787	774	0%	0%	0%	42%	58%	100%	77%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	756	*	*	*	*	*	*	59%
Female	*	772	750	2%	11%	13%	34%	40%	74%	53%
Male	*	757	742	3%	11%	18%	54%	13%	67%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	728	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	765	756	1%	11%	15%	46%	26%	73%	60%
Students with Disabilities	26	736	717	8%	42%	23%	19%	8%	27%	21%
Students without Disabilities	88	772	752	1%	2%	14%	52%	31%	83%	55%
English Learners	*	*	713	*	*	*	*	*	*	15%
Non-English Learners	*	765	750	2%	12%	15%	45%	26%	71%	53%
Homeless Students	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	700	*	*	*	*	*	*	21%

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### English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	150	774	748	2%	4%	11%	63%	20%	83%	50%
White	97	773	757	2%	4%	10%	65%	19%	84%	60%
Hispanic	18	762	735	6%	0%	28%	61%	6%	67%	35%
Black or African American	*	*	731	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	791	775	0%	4%	0%	54%	42%	96%	78%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	57%
Female	*	779	753	1%	2%	9%	62%	26%	88%	55%
Male	*	768	743	3%	6%	13%	65%	13%	78%	45%
Non-binary/undesignated gender	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	11	742	731	9%	9%	45%	36%	0%	36%	30%
Non-Economically Disadvantaged Students	139	777	757	1%	4%	8%	65%	22%	87%	60%
Students with Disabilities	*	755	718	7%	20%	17%	47%	10%	57%	19%
Students without Disabilities	*	779	754	1%	0%	9%	68%	23%	90%	56%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	776	751	1%	4%	9%	65%	21%	86%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	684	*	*	*	*	*	*	*



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### English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	159	756	751	6%	9%	26%	36%	23%	59%	53%
White	96	752	759	4%	13%	29%	38%	17%	54%	62%
Hispanic	23	750	737	9%	4%	39%	30%	17%	48%	39%
Black or African American	*	*	732	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	21	781	782	0%	0%	5%	52%	43%	95%	82%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	48%
Two or More Races	14	760	756	14%	7%	14%	14%	50%	64%	57%
Female	*	759	757	6%	6%	26%	37%	26%	62%	60%
Male	*	753	744	5%	13%	26%	35%	21%	56%	46%
Non-binary/undesignated gender	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	11	734	733	9%	18%	55%	18%	0%	18%	35%
Non-Economically Disadvantaged Students	148	758	759	5%	9%	24%	37%	25%	62%	61%
Students with Disabilities	25	721	714	24%	28%	28%	16%	4%	20%	17%
Students without Disabilities	134	762	758	2%	6%	25%	40%	27%	66%	60%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	757	753	4%	10%	26%	37%	24%	60%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	717	*	*	*	*	*	*	19%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	683	*	*	*	*	*	*	*

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	155	753	750	10%	10%	26%	39%	14%	53%	51%
White	109	751	758	12%	9%	28%	38%	14%	51%	60%
Hispanic	14	738	736	7%	21%	43%	29%	0%	29%	38%
Black or African American	*	*	730	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	782	783	0%	6%	0%	63%	31%	94%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	10	759	756	10%	0%	40%	40%	10%	50%	57%
Female	*	766	757	3%	9%	22%	43%	24%	66%	59%
Male	*	742	742	16%	11%	30%	37%	6%	43%	44%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	754	758	10%	9%	27%	40%	14%	54%	59%
Students with Disabilities	28	710	712	*	*	*	*	*	*	15%
Students without Disabilities	127	762	757	3%	9%	24%	47%	16%	63%	58%
English Learners	*	*	697	*	*	*	*	*	*	*
Non-English Learners	*	753	752	10%	10%	26%	40%	14%	54%	53%
Homeless Students	*	*	716	*	*	*	*	*	*	22%
Students in Foster Care	*	*	712	*	*	*	*	*	*	14%
Military-Connected Students	*	*	745	*	*	*	*	*	*	47%
Migrant Students	*	*	678	*	*	*	*	*	*	*



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	864	99%	51.2%	36%	51.2%	59.2%	Not Met
White	555	99.1%	49.2%	46.2%	49.2%	56.6%	Not Met
Hispanic	112	99.1%	31.3%	19.9%	31.3%	44%	Not Met
Black or African American	*	96.7%	29.6%	15.7%	29.6%	21.6%	Met Target
Asian, Native Hawaiian, or Pacific Islander	108	100%	78.7%	71.3%	78.7%	80%	Met Target†
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	62	96.9%	66.1%	44.1%	66.1%	71.1%	Met Target†
Female	*	98.4%	45.9%	34.5%	45.9%		
Male	*	99.6%	56%	37.4%	56%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	51	98.1%	23.5%	17.3%	23.5%	50.7%	Not Met
Non-Economically Disadvantaged Students	813	99%	52.9%	45.2%	52.9%		
Students with Disabilities	176	99.4%	33.5%	14.7%	33.5%	40.3%	Not Met
Students without Disabilities	688	98.9%	55.7%	40.5%	55.7%		
English Learners	42	100%	26.2%	16%	26.2%	51.5%	Not Met
Non-English Learners	822	98.9%	52.4%	38.4%	52.4%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

## Academic Achievement

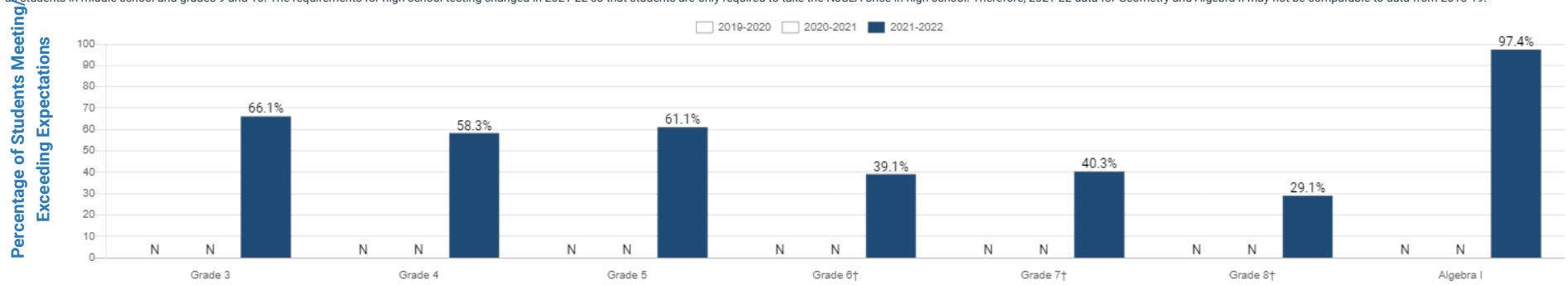
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### Mathematics Assessment – Performance Trends

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 2021-22:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	127	764	745	7%	12%	15%	39%	28%	66%	45%
White	80	760	756	6%	14%	18%	39%	24%	63%	59%
Hispanic	16	733	729	19%	25%	19%	31%	6%	38%	27%
Black or African American	*	*	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	798	777	0%	0%	0%	50%	50%	100%	79%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	12	794	752	0%	0%	8%	33%	58%	92%	53%
Female	*	762	743	8%	11%	17%	38%	26%	65%	43%
Male	*	765	747	6%	13%	13%	39%	29%	68%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	725	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	767	755	5%	11%	14%	40%	30%	69%	57%
Students with Disabilities	*	749	724	18%	20%	13%	28%	23%	50%	24%
Students without Disabilities	*	770	749	2%	8%	16%	44%	30%	74%	49%
English Learners	*	*	719	*	*	*	*	*	*	17%
Non-English Learners	*	766	748	7%	10%	15%	40%	29%	69%	49%
Homeless Students	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	714	*	*	*	*	*	*	24%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	115	752	740	3%	17%	22%	52%	6%	58%	39%
White	72	750	750	3%	21%	17%	57%	3%	60%	52%
Hispanic	21	744	725	0%	14%	38%	43%	5%	48%	21%
Black or African American	*	*	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	12	775	770	0%	0%	25%	42%	33%	75%	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	750	738	2%	22%	24%	46%	6%	52%	37%
Male	*	753	741	3%	13%	20%	57%	7%	64%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	753	749	3%	16%	21%	54%	7%	61%	51%
Students with Disabilities	26	730	719	4%	46%	27%	23%	0%	23%	18%
Students without Disabilities	89	758	744	2%	9%	20%	61%	8%	69%	44%
English Learners	*	*	714	*	*	*	*	*	*	11%
Non-English Learners	*	752	743	3%	18%	20%	53%	6%	59%	43%
Homeless Students	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	711	*	*	*	*	*	*	*

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### Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	149	758	736	4%	8%	27%	46%	15%	61%	36%
White	97	755	746	4%	7%	30%	47%	11%	59%	47%
Hispanic	18	740	722	11%	17%	39%	28%	6%	33%	18%
Black or African American	*	*	716	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	783	769	0%	4%	8%	46%	42%	88%	74%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	38%
Two or More Races	*	*	744	*	*	*	*	*	*	45%
Female	*	754	736	6%	10%	33%	34%	18%	51%	34%
Male	*	762	737	1%	6%	20%	61%	12%	72%	38%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	11	733	718	9%	27%	36%	27%	0%	27%	15%
Non-Economically Disadvantaged Students	138	760	746	4%	7%	26%	48%	16%	64%	47%
Students with Disabilities	*	743	714	20%	17%	7%	43%	13%	57%	14%
Students without Disabilities	*	761	741	0%	6%	32%	47%	15%	62%	41%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	759	739	3%	7%	28%	47%	15%	62%	39%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	685	*	*	*	*	*	*	*

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### Mathematics Assessment - Performance By Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	156	741	733	9%	21%	31%	31%	8%	39%	31%
White	98	738	742	9%	22%	35%	30%	4%	34%	41%
Hispanic	16	724	720	19%	31%	25%	25%	0%	25%	15%
Black or African American	*	*	714	*	*	*	*	*	*	12%
Asian, Native Hawaiian, or Pacific Islander	24	762	763	4%	4%	33%	42%	17%	58%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	30%
Two or More Races	12	766	739	0%	8%	8%	50%	33%	83%	38%
Female	*	740	733	7%	24%	33%	26%	10%	36%	30%
Male	*	743	734	10%	17%	30%	36%	6%	42%	33%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	21%
Economically Disadvantaged Students	*	*	717	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	742	741	9%	21%	32%	31%	8%	39%	40%
Students with Disabilities	20	711	710	*	*	*	*	*	*	*
Students without Disabilities	136	746	738	7%	16%	32%	35%	9%	44%	36%
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	743	736	7%	20%	32%	32%	8%	40%	33%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	706	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	706	*	*	*	*	*	*	20%

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### Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	159	744	737	7%	19%	34%	31%	9%	40%	34%
White	96	740	745	6%	22%	34%	33%	4%	38%	45%
Hispanic	23	737	727	9%	17%	48%	26%	0%	26%	20%
Black or African American	*	*	722	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	21	770	761	0%	0%	24%	43%	33%	76%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	26%
Two or More Races	14	747	742	7%	21%	36%	7%	29%	36%	40%
Female	*	737	736	9%	23%	39%	26%	4%	29%	32%
Male	*	751	738	5%	14%	29%	36%	16%	52%	36%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	42%
Economically Disadvantaged Students	11	725	725	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	148	745	743	6%	18%	33%	32%	10%	43%	43%
Students with Disabilities	25	720	715	28%	36%	24%	8%	4%	12%	10%
Students without Disabilities	134	748	741	3%	16%	36%	35%	10%	46%	39%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	744	739	6%	19%	34%	31%	10%	41%	36%
Homeless Students	*	*	715	*	*	*	*	*	*	*
Students in Foster Care	*	*	715	*	*	*	*	*	*	10%
Military-Connected Students	*	*	738	*	*	*	*	*	*	32%
Migrant Students	*	*	697	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	117	732	716	16%	26%	29%	26%	3%	29%	15%
White	82	732	725	12%	30%	28%	28%	1%	29%	21%
Hispanic	13	712	711	*	*	*	*	*	*	11%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	737	*	*	*	*	*	*	36%
American Indian or Alaska Native	*	*	718	*	*	*	*	*	*	17%
Two or More Races	*	*	718	*	*	*	*	*	*	18%
Female	*	735	716	10%	29%	33%	25%	4%	29%	14%
Male	*	729	716	22%	23%	26%	28%	2%	29%	16%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	708	*	*	*	*	*	*	*
Non-Economically Disadvantaged Students	*	733	721	14%	26%	29%	28%	3%	30%	19%
Students with Disabilities	27	717	699	33%	30%	19%	15%	4%	19%	*
Students without Disabilities	90	736	721	11%	24%	32%	30%	2%	32%	18%
English Learners	*	*	698	*	*	*	*	*	*	*
Non-English Learners	*	732	718	16%	25%	29%	27%	3%	30%	16%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	694	*	*	*	*	*	*	*
Military-Connected Students	*	*	716	*	*	*	*	*	*	15%
Migrant Students	*	*	683	*	*	*	*	*	*	*





## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2021-22:** NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

### 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.

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

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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## Academic Achievement

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### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	31	71%	29%
3-4	11	81.8%	18.2%
5 or more	*	*	*

### 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.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	65%	35.9%	Exceeds Target

† Target was met within one standard deviation.

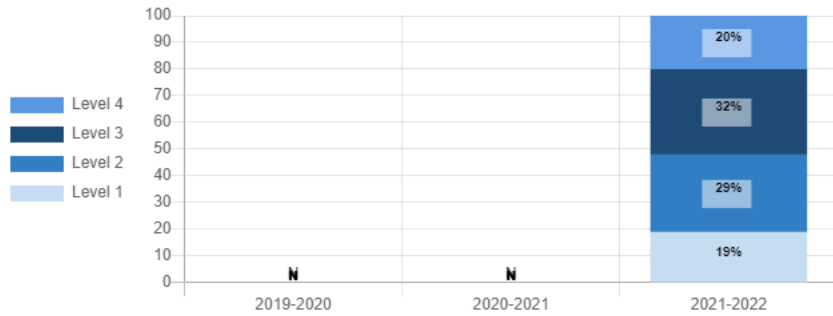
## Academic Achievement

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 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.

### 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.

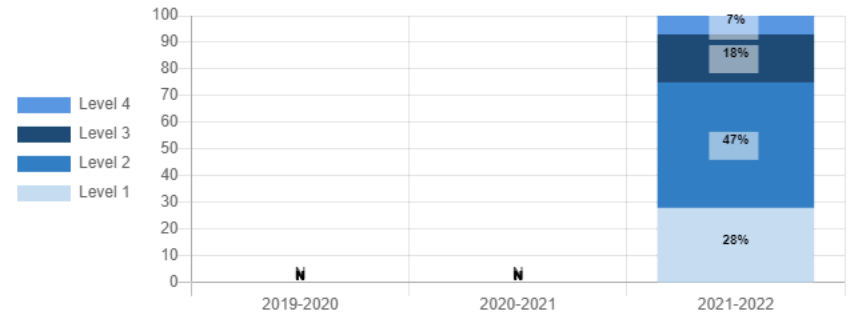
**Important note for 2021-22 Reports:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



### 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 2021-22 Reports:** Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



## 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 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.

### NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	19%	29%	32%	20%
White	22%	28%	30%	21%
Hispanic	22%	56%	17%	6%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8%	17%	38%	38%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23%	31%	29%	18%
Male	16%	26%	35%	23%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	45%	45%	9%	0%
Non-Economically Disadvantaged Students	17%	28%	33%	22%
Students with Disabilities	40%	17%	30%	13%
Students without Disabilities	14%	32%	32%	22%
English Learners	*	*	*	*
Non-English Learners	17%	30%	32%	21%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

## 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 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.

### NJSLA Science Assessment: Grade 8

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	28%	47%	18%	7%
White	26%	50%	16%	8%
Hispanic	40%	47%	13%	0%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13%	38%	38%	13%
American Indian or Alaska Native	*	*	*	*
Two or More Races	30%	50%	20%	0%
Female	24%	46%	24%	7%
Male	31%	49%	14%	7%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	26%	48%	19%	7%
Students with Disabilities	61%	32%	4%	4%
Students without Disabilities	20%	51%	21%	8%
English Learners	*	*	*	*
Non-English Learners	27%	48%	18%	7%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

## 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	Grade Level and Other Math
6	0	0	159
7	0	0	158
8	39	0	119
Total	39	0	436

## 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	126	32	0	0	0	0	0
7	84	26	0	0	0	0	0
8	88	24	0	0	0	0	0
<b>Total</b>	298	82	0	0	0	0	0



## College and Career Readiness

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### Computer Science – 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

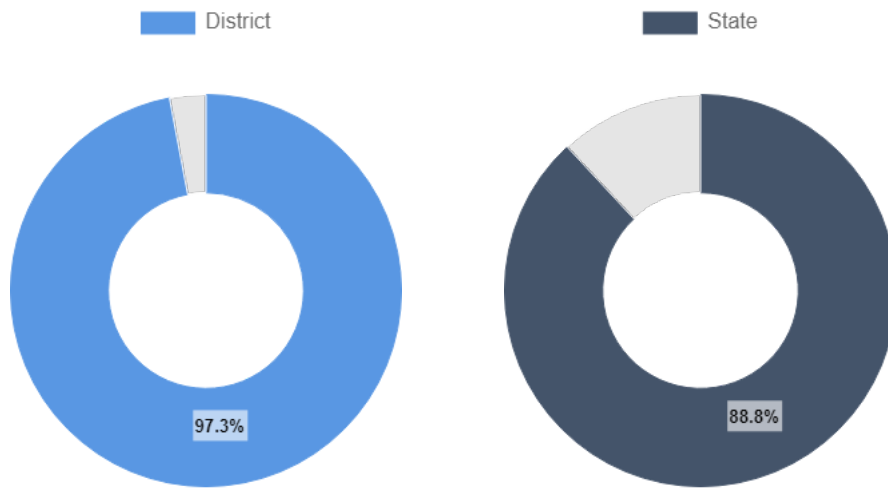
# College and Career Readiness

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## Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The 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**



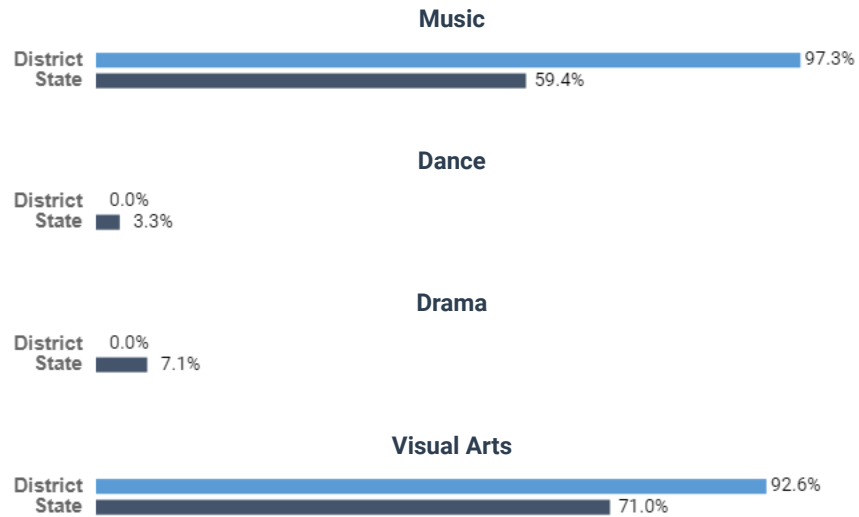
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Students enrolled in one or more classes by discipline:



## 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 2021-22:** The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three 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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	87	7.0%	17.3%	Met
White	51	6.3%	17.3%	Met
Hispanic	17	11.0%	17.3%	Met
Black or African American	*	11.4%	17.3%	Met
Asian, Native Hawaiian, or Pacific Islander	5	3.2%	17.3%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	10	11.5%	17.3%	Met
Female	*	7.4%		
Male	*	6.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	12	17.1%	17.3%	Met
Students with Disabilities	27	11.3%	17.3%	Met
English Learners	8	15.7%	17.3%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

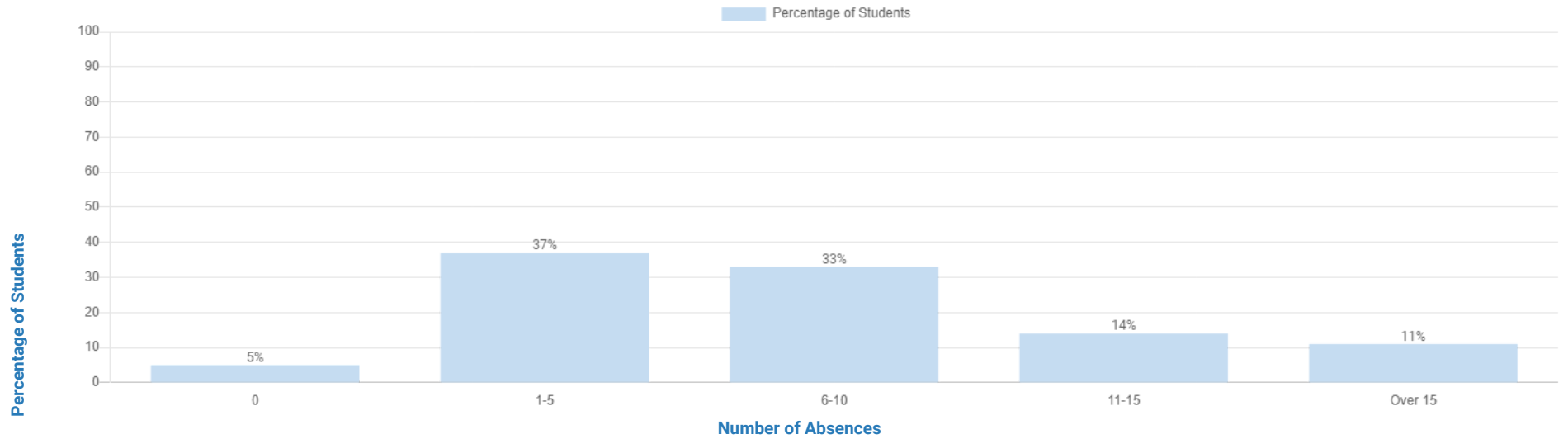
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### Days Absent

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



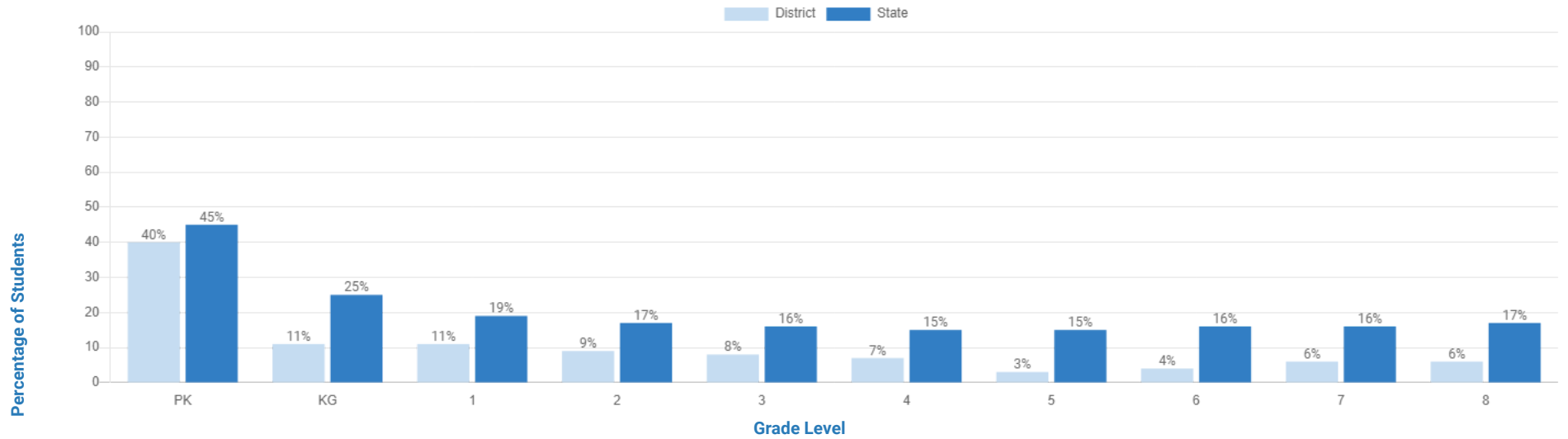
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### Chronic Absenteeism by Grade

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



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## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the 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 2021-22:** The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

### 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	8
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
<b>Total Unique Incidents</b>	<b>14</b>
Incidents Per 100 Students Enrolled	1.10

### 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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the 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 2021-22:** The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

### 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	2	7	9
No Identified Nature	10		10

### 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	17	1.3%	15
Out-of-School Suspensions	*	*	
Any Suspension	21	1.7%	
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 2021-2022 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	130	118,773
Average years experience in public schools	13.6	12.5
Average years experience in district	11.5	11.3
Percentage of Teachers with 4 or more years experience in the district	85.4%	76.0%
Number of out-of-field teachers	1	2,937

### 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	9,578
Average years experience in public schools	17.4	16.5
Average years experience in district	14.7	12.6
Percentage of Administrators with 4 or more years experience in the district	88.9%	78.8%

### 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	130	118,773
Administrators	9	9,578
Librarians/Media Specialists	4	1,212
Nurses	4	2,911
School Counselors	7	4,324
Child Study Team Members	13	9,115
School Psychologists	2	2,159
School Social Workers	2	2,487
Student Assistance Coordinators	N	372
School Safety Specialists	2	694

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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 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	141:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	318:1
Students to Nurses †	318:1
Students to Counselors †	181:1
Students to Child Study Team Members †,††	19:1
Students to School Psychologists †	635:1
Students to School Social Workers †	635:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	635:1

† 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. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the 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 and 2021-22 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%	*	48.0%	77.0%	56.0%
Male	52.0%	10-15%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	65.4%	98.5%	100.0%	40.1%	82.6%	76.3%
Hispanic	12.4%	0.8%	0.0%	32.1%	8.1%	8.1%
Black or African American	2.6%	0.0%	0.0%	14.6%	6.5%	13.9%
Asian	12.6%	0.8%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	7.0%	0.0%	0.0%	2.7%	0.2%	0.3%

## Staff

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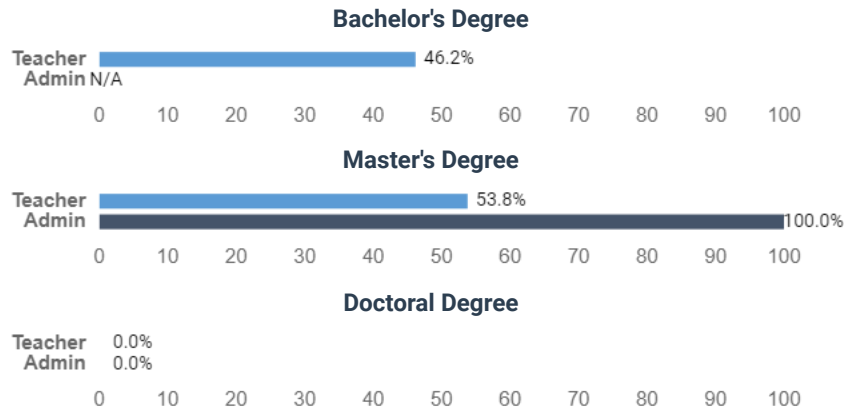
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### Teachers and Administrators - Level of Education

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 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	91.9%	90.7%
2020-21 Administrators: Same district 2021-22	100.0%	87.4%



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## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE\*\*) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [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 2021-22 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		\$4,635	\$4,635	1,266.2
District Level Central Expenditures		\$3,211	\$3,211	1,266.2
Bee Meadow School	\$488	\$14,642	\$15,130	295.9
Memorial Junior School	\$167	\$11,426	\$11,593	477.5
Mountview Road School	\$219	\$12,672	\$12,891	259.0
Salem Drive School	\$243	\$13,639	\$13,882	233.8
-				

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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 additional data, see the [NJDOE accountability page](#).

**Important Note for 2021-2022:** 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 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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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 2023-24 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 2023-24 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:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

**ELA and Math Growth:** For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

**Four- and five-year graduation rates:** The adjusted cohort graduation rate

**Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

**Chronic absenteeism:** The percentage of students that were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2021-22:** 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. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			60.8%
Math Proficiency			51.2%
ELA Growth			21
Math Growth			24
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency			65.0%
Chronic Absenteeism		2.2%	7.0%

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

## Accountability

### Accountability Summary by Student Group - 2021-22 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Not Met	Met Standard	Met Standard	N	N	Exceeds Target	Met
White	Not Met	Not Met	Met Standard	Met Standard	N	N		Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	N	N		Met
Black or African American	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	N		Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Standard	Met Standard	N	N		Met
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Met
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	N	N		Met
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	N	N		Met
English Learners	Met Target†	Not Met	Not Met	Not Met	N	N	Exceeds Target	Met

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

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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 and state levels for their participation in the Patriot's Pen Essay Contest, the MCCEA Poster Contest, area & regional music/chrous competitions, student leadership awards, etc. Student athletes have been honored and recognized for both individual and team championships via participation in our interscholastic athletic programs as part of the GMCJSCA. Board of Education member earned the "Certificated Master Board Member" Award.

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### Courses, Curriculum, Instruction:

Hanover Township Public Schools is committed to challenging and helping each student maximize their full potential, promote academic excellence, and display good character. District curriculum follows the New Jersey Student Learning Standards and is accessible to the public via our district website. Areas include Career Readiness, Life Literacies & Key Skills, Comprehensive Health and Physical Education, Computer Science and Design Thinking, English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Language. All curriculum areas focus on hands-on application and STEAM practices (Science, Technology, Engineering, Art, and Mathematics) have been incorporated.



### 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 (Grades 6-8), 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 Athletic 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 as Camp HTSACC, our summer "camp" program. A team of enthusiastic and dedicated staff members care for the children by promoting a nurturing child-centered environment that provides fun and interactive activities for all participants.



### **Staff and Professional Learning:**

Hanover Township Public Schools develops a yearly professional development plan that focuses on district goals for teachers and administrators. Professional development around the NJSLS, integrating technology, differentiating instruction, promoting positive school climate, and culture among other related areas continue to be a priority. Teachers are engaged in ongoing professional development through collaborative professional learning communities (PLC's). The PLC's drive professional development and teachers work collaboratively within grade levels and subject areas/departments. Teachers have the opportunity to access professional development via "peer to peer" collaboration, in house coaching, and targeted workshops conducted both on and offsite throughout the school year.



### **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.

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### 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 and wellness 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. We have also partnered with outside resources to support these initiatives for both students and staff.



### Parent and Community Involvement:

Thanks to our dedicated faculty & staff, committed student body, and supportive PTA's, Hanover Township Public Schools truly reflects 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.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. The District promotes a school climate that supports the intellectual and social/emotional development of our students in a caring, positive, and child-centered educational environment. The programs of study place a strong emphasis on academic achievement, interdisciplinary instruction, and social/emotional wellness. 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.

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### 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 use of educational technology is thoroughly integrated into the curriculum. All of our students in grades K-8 have one to one Chromebooks and access to the internet. In addition we have partnered with local corporations to provide hands on, in house, coding and science experiences. Students at all grade levels receive instruction in Computer Science and Design Thinking. 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 computer applications are also offered at Memorial Junior School. At all grade levels of STEM, students are exposed to real-world problems in the fields of ecology, earth science, environmental studies, community impact, engineering and mathematics.



### 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 Pre 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 our primary focus. The students' academic, social, emotional, and mental wellness 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.