



Hanover Township School District (27-2000)

2022-2023

County: Morris

District: Hanover Township School District

61 Highland Avenue
Whippany, NJ 07981

Superintendent: Mr. Michael Wasko

[District Website](#)

973-515-2404



1,240
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 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so 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 [school board members](#), [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 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	973-515-2404
Email Address	michael.wasko@hanovertwpschools.org
Website	www.hanovertwpschools.com
Twitter	https://twitter.com/HTPS_NJ



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
Bee Meadow School	PK-05
Memorial Junior School	06-08
Mountview Road School	KG-05
Salem Drive School	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	2020-21	2021-22	2022-23
PK	22	20	18
KG	121	118	125
1	130	125	128
2	132	128	124
3	118	126	130
4	155	120	131
5	155	152	124
6	153	159	147
7	163	158	155
8	148	158	158
Total	1,297	1,264	1,240

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	2.5%	5.7%	5.7%
Students with Disabilities	19.5%	19.9%	21.5%
English Learners	3.6%	4.3%	3.8%
Homeless Students	0.2%	0.2%	0.1%
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	2020-21	2021-22	2022-23
White	66.7%	65.4%	65.1%
Hispanic	11.5%	12.4%	13.2%
Black or African American	1.8%	2.6%	2.2%
Asian	12.8%	12.6%	12.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two Or More Races	7.0%	7.0%	6.7%

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.

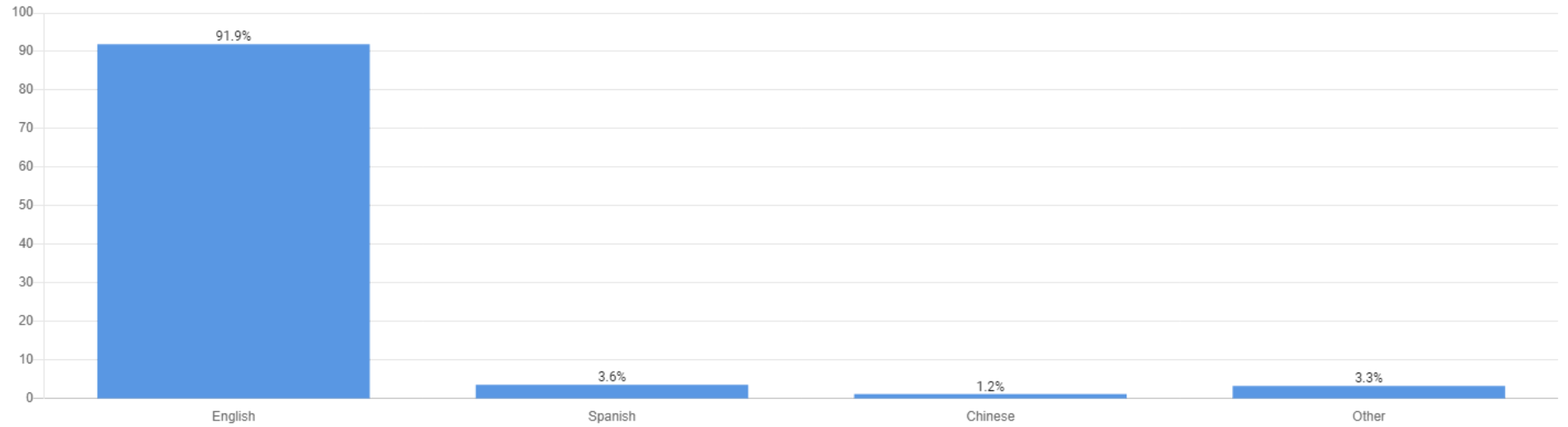
Grade	2020-21	2021-22	2022-23
PK - Half Day	0	0	0
PK - Full Day	22	20	18
KG - Half Day	0	0	0
KG - Full Day	121	118	125

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. 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).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

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 tells us 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 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			61			51
Met Standard (40-59.5)?			Exceeds Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

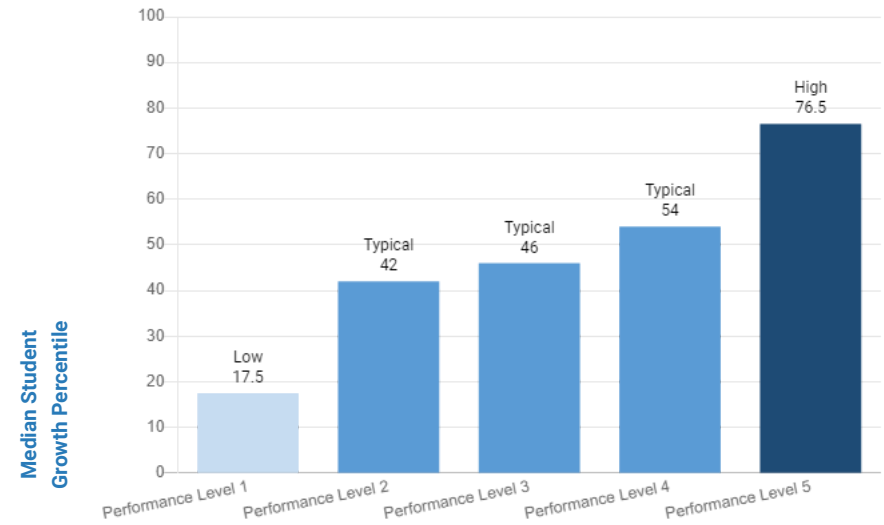
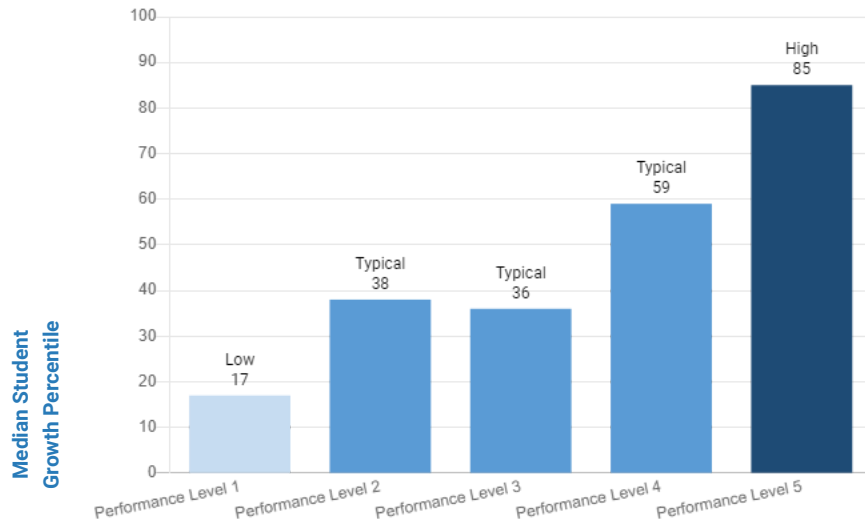
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	61	50	Exceeds Standard	51	50	Met Standard
White	61	51	Exceeds Standard	49	51	Met Standard
Hispanic	58	47	Met Standard	46	47	Met Standard
Black or African American	53	45	Met Standard	36.5	44	**
Asian, Native Hawaiian, or Pacific Islander	66	60	Exceeds Standard	75.5	61	Exceeds Standard
American Indian or Alaska Native	N	54	**	N	49	**
Two or More Races	52	52	Met Standard	55	51	Met Standard
Female	61	52		48	49	
Male	61	48		55	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	49.5	46	Met Standard	44	46	Met Standard
Students with Disabilities	61	40	Exceeds Standard	45	42	Met Standard
English Learners	51	47	Met Standard	46	48	Met Standard
Homeless Students	*	42		N	42	
Students in Foster Care	N	42		N	44	
Military-Connected Students	N	50		N	49	
Migrant Students	N	36		N	43	

Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

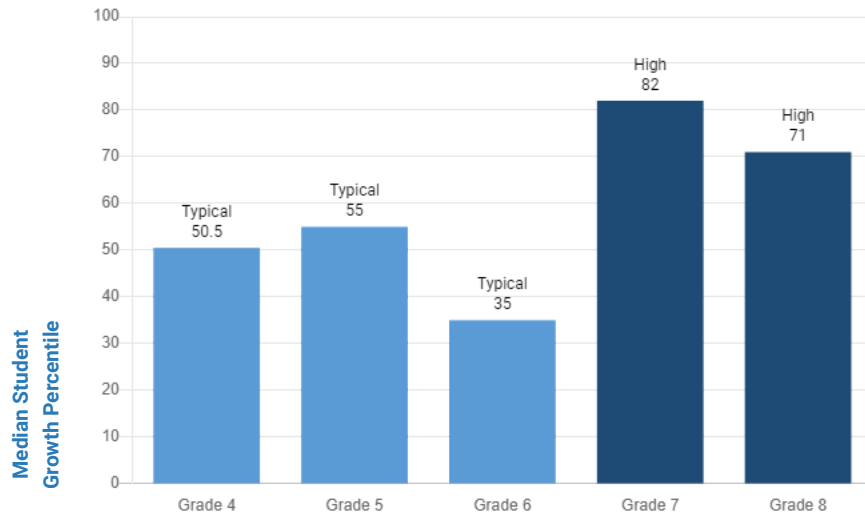


Student Growth

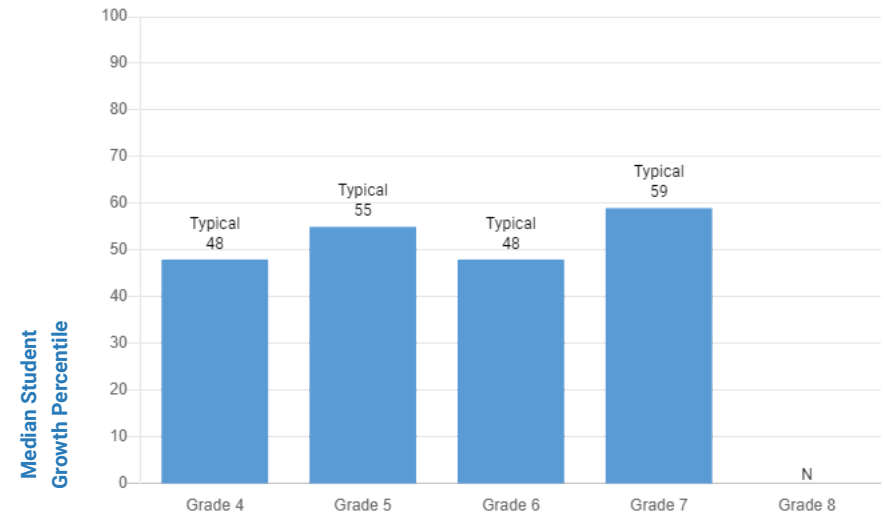
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA



Math



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](#).

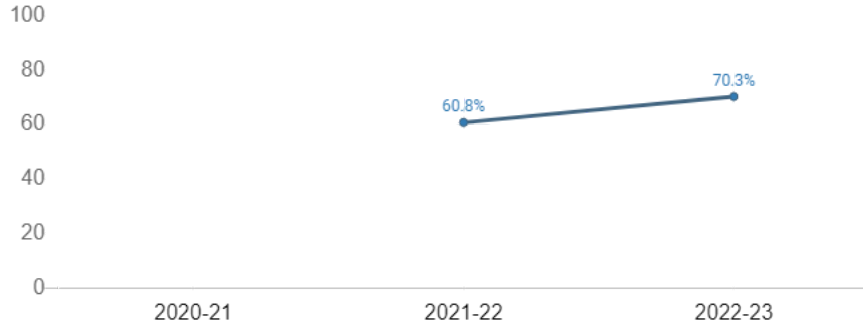
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

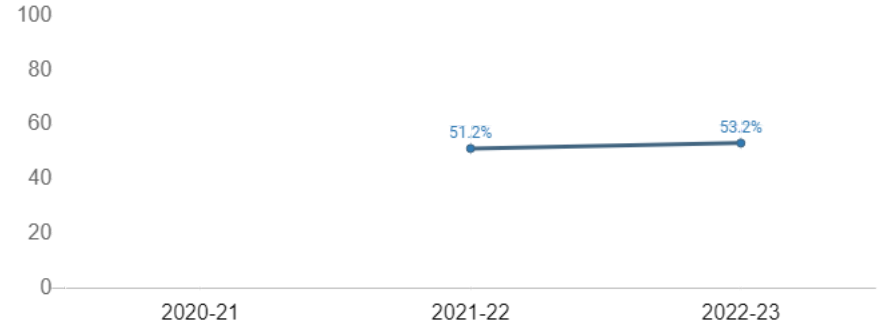
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who 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 who 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 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		98.8%	98.2%		99.0%	98.6%
Proficiency Rate for Federal Accountability		60.8%	70.3%		51.2%	53.2%
Annual Target		69.0%	69.7%		59.2%	60.5%
Met Annual Target?		Not Met	Met Target		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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. NJSLA results include only students in grades 3 through 9. Students who 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 or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who 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	829	98.2%	70.3%	51.3%	70.3%	69.7%	Met Target
White	536	98.7%	68.5%	60.7%	68.5%	68.3%	Met Target
Hispanic	113	95.8%	58.4%	37.3%	58.4%	55%	Met Target
Black or African American	*	100%	66.7%	34%	66.7%	46.3%	Met Target
Asian, Native Hawaiian, or Pacific Islander	102	98.1%	91.2%	79.8%	91.2%	80%	Met Goal
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	57	98.3%	75.4%	58.2%	75.4%	80%	Met Target†
Female	*	98%	75.2%	56.8%	75.2%		
Male	*	98.4%	65.8%	46%	65.8%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	50	100%	32%	33.4%	32%	48.7%	Not Met
Non-Economically Disadvantaged Students	779	98.1%	72.8%	61.3%	72.8%		
Students with Disabilities	174	98.3%	38.5%	19.2%	38.5%	43.7%	Met Target†
Students without Disabilities	655	98.2%	78.8%	58.3%	78.8%		
English Learners	42	97.7%	47.6%	23.9%	47.6%	47%	Met Target
Non-English Learners	787	98.3%	71.5%	54.7%	71.5%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	49.2%	*		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

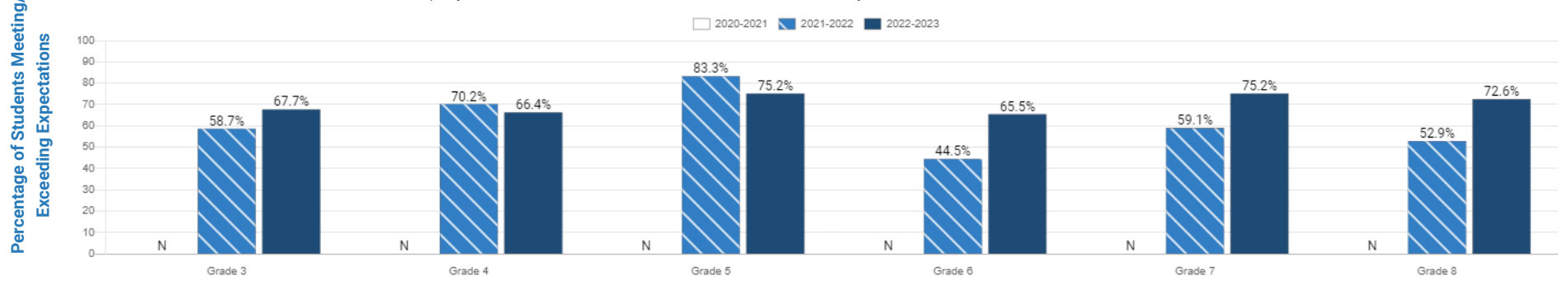
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English Language Arts Assessment - Performance Trends

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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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	124	763	739	6%	9%	17%	55%	13%	68%	42%
White	95	764	749	5%	7%	18%	57%	13%	69%	51%
Hispanic	12	724	723	25%	33%	0%	42%	0%	42%	27%
Black or African American	*	*	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	12	791	768	0%	0%	8%	58%	33%	92%	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	*	772	744	4%	7%	9%	63%	17%	80%	47%
Male	*	755	734	9%	10%	23%	49%	10%	59%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	767	751	4%	6%	17%	58%	14%	72%	53%
Students with Disabilities	37	744	709	19%	11%	24%	35%	11%	46%	18%
Students without Disabilities	87	770	745	1%	8%	14%	63%	14%	77%	47%
English Learners	*	*	703	*	*	*	*	*	*	12%
Non-English Learners	*	766	743	5%	7%	17%	57%	14%	71%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

Academic Achievement

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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	128	758	748	7%	9%	18%	46%	20%	66%	51%
White	81	753	758	10%	7%	21%	48%	14%	62%	62%
Hispanic	16	747	734	6%	19%	19%	44%	13%	56%	36%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	15	786	776	0%	0%	7%	33%	60%	93%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	12	770	757	0%	8%	8%	58%	25%	83%	60%
Female	*	760	752	5%	9%	20%	47%	19%	66%	55%
Male	*	756	745	9%	8%	16%	45%	22%	67%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	760	759	7%	8%	15%	49%	21%	70%	63%
Students with Disabilities	*	739	720	21%	18%	13%	26%	21%	47%	22%
Students without Disabilities	*	766	755	1%	4%	20%	54%	20%	74%	58%
English Learners	*	*	712	*	*	*	*	*	*	14%
Non-English Learners	*	759	752	7%	7%	18%	47%	21%	68%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

Academic Achievement

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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	117	767	750	2%	4%	19%	65%	10%	75%	53%
White	72	766	759	1%	4%	21%	63%	11%	74%	64%
Hispanic	22	761	736	0%	5%	27%	64%	5%	68%	39%
Black or African American	*	*	733	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	12	786	777	0%	0%	0%	83%	17%	100%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	62%
Female	*	777	755	0%	4%	17%	56%	23%	79%	58%
Male	*	759	745	3%	5%	20%	72%	0%	72%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	768	761	2%	3%	17%	68%	10%	78%	65%
Students with Disabilities	28	745	720	7%	11%	43%	32%	7%	39%	20%
Students without Disabilities	89	774	756	0%	2%	11%	75%	11%	87%	60%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	767	754	2%	4%	19%	65%	10%	75%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 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	153	769	752	5%	7%	13%	41%	35%	75%	56%
White	97	765	761	5%	7%	16%	41%	30%	71%	65%
Hispanic	17	747	738	18%	12%	12%	29%	29%	59%	41%
Black or African American	*	*	735	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	23	793	784	0%	0%	4%	39%	57%	96%	84%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	10	797	758	0%	0%	0%	50%	50%	100%	62%
Female	*	778	759	1%	3%	13%	43%	39%	83%	62%
Male	*	762	746	8%	10%	13%	38%	31%	69%	50%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	38%
Non-Economically Disadvantaged Students	*	771	762	4%	6%	14%	40%	36%	76%	66%
Students with Disabilities	19	726	715	26%	26%	26%	16%	5%	21%	18%
Students without Disabilities	134	775	760	2%	4%	11%	44%	39%	83%	63%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	772	756	3%	6%	14%	41%	36%	77%	59%
Homeless Students	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	701	*	*	*	*	*	*	10%

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

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. 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 who 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 or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who 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	836	98.6%	53.2%	38.2%	53.2%	60.5%	Not Met
White	539	98.7%	50.6%	48.7%	50.6%	58%	Not Met
Hispanic	117	98.3%	34.2%	22.2%	34.2%	46.3%	Not Met
Black or African American	*	100%	19%	17.9%	19%	25.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	102	98.1%	87.3%	73.1%	87.3%	80%	Met Goal
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	57	98.3%	68.4%	46.4%	68.4%	71.6%	Met Target†
Female	*	98.5%	46.7%	36.5%	46.7%		
Male	*	98.6%	59.4%	39.9%	59.4%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	53	100%	13.2%	19.5%	13.2%	52.4%	Not Met
Non-Economically Disadvantaged Students	783	98.5%	55.9%	48.8%	55.9%		
Students with Disabilities	174	98.3%	30.5%	15.7%	30.5%	42.8%	Not Met
Students without Disabilities	662	98.7%	59.2%	43%	59.2%		
English Learners	47	98%	23.4%	18.1%	23.4%	53.3%	Not Met
Non-English Learners	789	98.6%	55%	41%	55%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	*	*	*	37.3%	*		
Migrant Students	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Academic Achievement

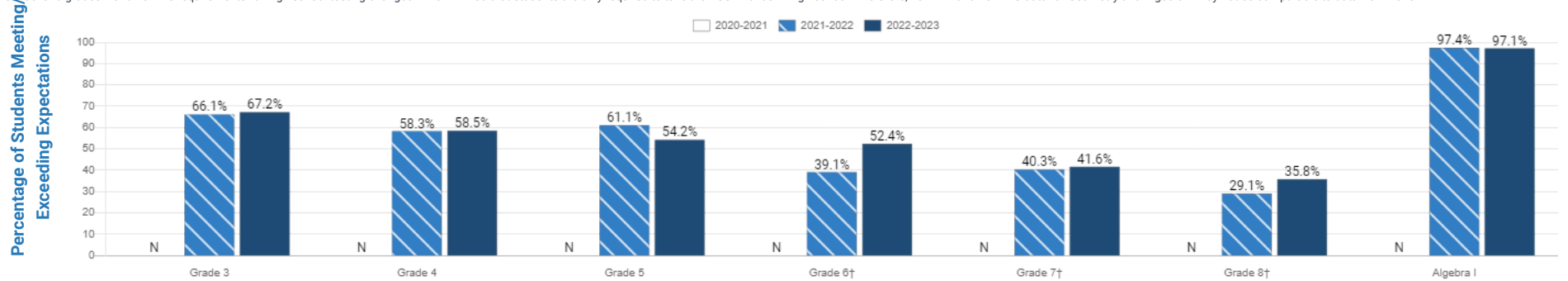
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Mathematics Assessment – Performance Trends

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 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. 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 and 2022-23 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

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

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	128	764	745	6%	9%	18%	41%	26%	67%	46%
White	96	767	756	3%	7%	20%	44%	26%	70%	58%
Hispanic	15	718	731	33%	27%	20%	20%	0%	20%	29%
Black or African American	*	*	725	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	12	796	775	0%	0%	8%	33%	58%	92%	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	753	*	*	*	*	*	*	53%
Female	*	762	743	10%	7%	19%	34%	29%	64%	44%
Male	*	766	747	3%	10%	17%	47%	23%	70%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	10	716	727	30%	20%	40%	10%	0%	10%	26%
Non-Economically Disadvantaged Students	118	768	756	4%	8%	16%	44%	28%	72%	58%
Students with Disabilities	37	749	724	11%	14%	22%	38%	16%	54%	24%
Students without Disabilities	91	770	750	4%	7%	16%	43%	30%	73%	50%
English Learners	10	718	721	40%	10%	40%	10%	0%	10%	20%
Non-English Learners	118	768	749	3%	8%	16%	44%	28%	72%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

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	130	759	743	5%	8%	28%	42%	16%	58%	44%
White	83	754	754	5%	10%	31%	41%	13%	54%	57%
Hispanic	16	738	729	13%	13%	44%	31%	0%	31%	27%
Black or African American	*	*	723	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	799	773	0%	0%	0%	47%	53%	100%	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	12	774	751	0%	8%	17%	58%	17%	75%	54%
Female	*	755	741	5%	9%	34%	38%	14%	52%	42%
Male	*	763	745	6%	8%	22%	46%	18%	65%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	11	735	725	18%	9%	36%	36%	0%	36%	24%
Non-Economically Disadvantaged Students	119	761	754	4%	8%	27%	43%	18%	61%	57%
Students with Disabilities	*	739	720	18%	18%	26%	32%	5%	37%	21%
Students without Disabilities	*	767	748	0%	4%	28%	47%	21%	67%	49%
English Learners	*	*	716	*	*	*	*	*	*	14%
Non-English Learners	*	761	747	5%	8%	26%	43%	17%	61%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

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	118	754	740	2%	16%	28%	40%	14%	54%	40%
White	72	752	750	1%	18%	28%	40%	13%	53%	52%
Hispanic	23	749	726	0%	17%	35%	39%	9%	48%	23%
Black or African American	*	*	720	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	12	784	772	0%	0%	17%	50%	33%	83%	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	753	739	2%	17%	31%	35%	15%	50%	38%
Male	*	754	741	2%	15%	26%	44%	14%	58%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	723	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	756	751	1%	15%	25%	43%	15%	58%	52%
Students with Disabilities	28	735	719	4%	36%	32%	25%	4%	29%	17%
Students without Disabilities	90	760	745	1%	10%	27%	44%	18%	62%	45%
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	754	743	2%	16%	28%	40%	14%	54%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

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 who took the NJSLA, which includes students who 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	123	741	716	10%	24%	30%	31%	5%	36%	18%
White	82	742	727	9%	24%	32%	30%	5%	35%	25%
Hispanic	20	739	709	10%	30%	30%	25%	5%	30%	12%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	719	*	*	*	*	*	*	21%
Female	*	733	717	13%	28%	39%	19%	2%	20%	17%
Male	*	750	716	7%	20%	20%	44%	8%	53%	18%
Non-binary/undesignated gender	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	*	*	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	*	742	723	9%	23%	30%	32%	5%	37%	23%
Students with Disabilities	24	719	699	21%	50%	17%	8%	4%	13%	*
Students without Disabilities	99	747	721	7%	18%	33%	36%	5%	41%	21%
English Learners	*	*	694	*	*	*	*	*	*	*
Non-English Learners	*	742	718	9%	24%	31%	31%	5%	36%	19%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	686	*	*	*	*	*	*	*

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2022-23 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school 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	34	792	738	0%	0%	3%	74%	24%	97%	35%
White	13	784	747	0%	0%	8%	77%	15%	92%	46%
Hispanic	*	*	723	*	*	*	*	*	*	20%
Black or African American	*	*	720	*	*	*	*	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	13	801	773	0%	0%	0%	69%	31%	100%	73%
American Indian or Alaska Native	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	746	*	*	*	*	*	*	44%
Female	*	787	737	0%	0%	6%	76%	18%	94%	34%
Male	*	798	739	0%	0%	0%	71%	29%	100%	37%
Non-binary/undesignated gender	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	722	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	792	746	0%	0%	3%	74%	24%	97%	44%
Students with Disabilities	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	792	742	0%	0%	3%	74%	24%	97%	40%
English Learners	*	*	706	*	*	*	*	*	*	*
Non-English Learners	*	792	740	0%	0%	3%	74%	24%	97%	38%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	702	*	*	*	*	*	*	*

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.

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

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

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 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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 Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs Assessment for English language proficiency and the percentage of students tested who 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	19	84.2%	15.8%
3-4	18	66.7%	33.3%
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	58.1%	27.4%	Met Goal

† Target was met within a confidence interval.

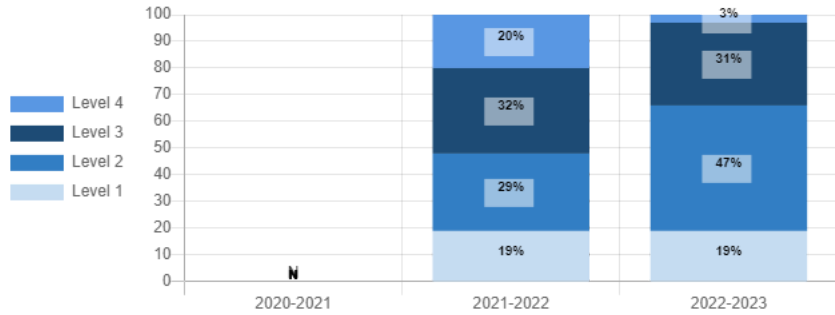
Academic Achievement

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.

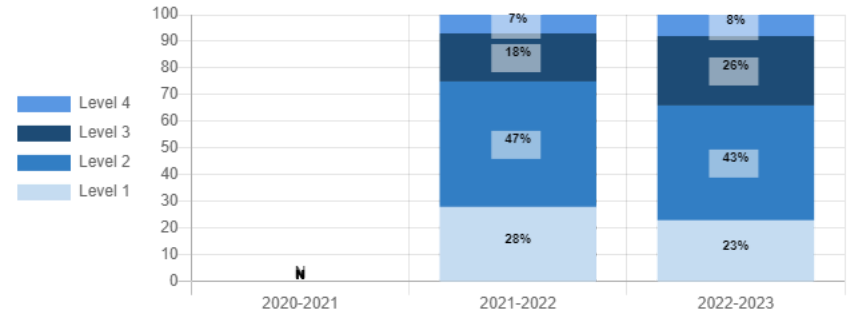
Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



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%	47%	31%	3%
White	15%	51%	32%	1%
Hispanic	35%	48%	13%	4%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8%	17%	67%	8%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23%	35%	38%	4%
Male	15%	56%	26%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	16%	47%	33%	4%
Students with Disabilities	43%	54%	4%	0%
Students without Disabilities	11%	44%	40%	4%
English Learners	*	*	*	*
Non-English Learners	19%	47%	31%	3%
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	23%	43%	26%	8%
White	22%	47%	27%	3%
Hispanic	26%	48%	17%	9%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	5%	33%	38%	24%
American Indian or Alaska Native	*	*	*	*
Two or More Races	36%	21%	21%	21%
Female	32%	38%	23%	6%
Male	13%	47%	29%	11%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	22%	43%	27%	9%
Students with Disabilities	52%	40%	8%	0%
Students without Disabilities	17%	43%	30%	10%
English Learners	*	*	*	*
Non-English Learners	22%	43%	26%	8%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Report Key:

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Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

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	147
7	0	0	154
8	34	0	124
Total	34	0	425

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	102	45	0	0	0	0	0
7	90	23	0	0	0	0	0
8	91	26	0	0	0	0	0
Total	283	94	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 – 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.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
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

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

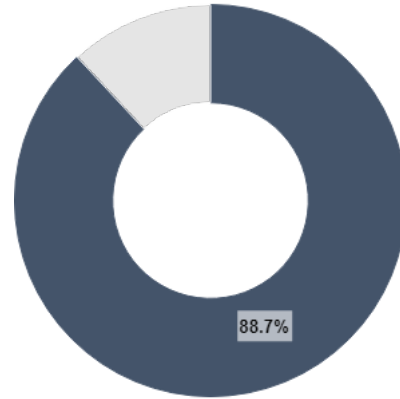
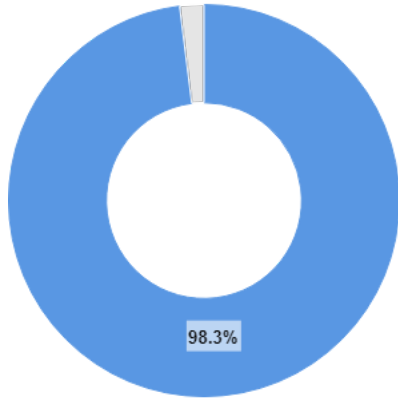
Visual and Performing Arts – Course Participation

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

District

State



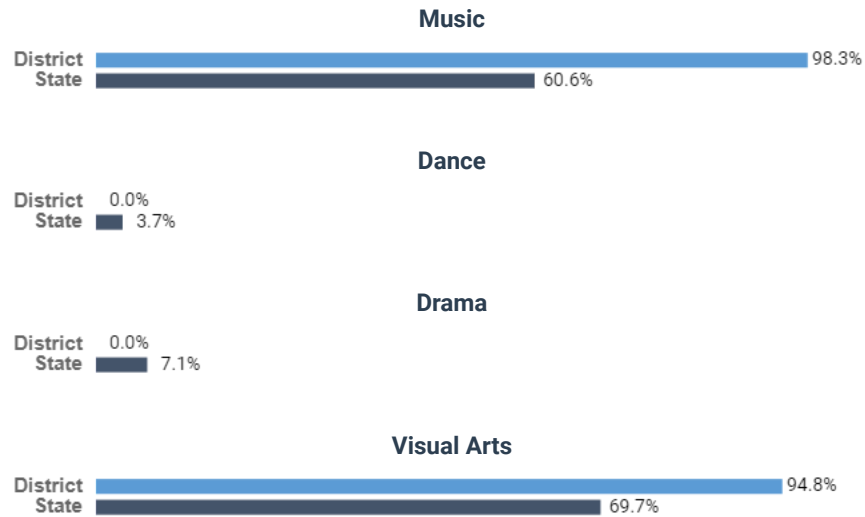
College and Career Readiness

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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.

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 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several 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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows 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	96	7.8%	16.0%	Met
White	59	7.4%	16.0%	Met
Hispanic	17	10.6%	16.0%	Met
Black or African American	*	16.7%	16.0%	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	3.3%	16.0%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	10	12.0%	16.0%	Met
Female	*	8.5%		
Male	*	7.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	7	10.0%	16.0%	Met
Students with Disabilities	26	10.2%	16.0%	Met
English Learners	10	22.2%	16.0%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

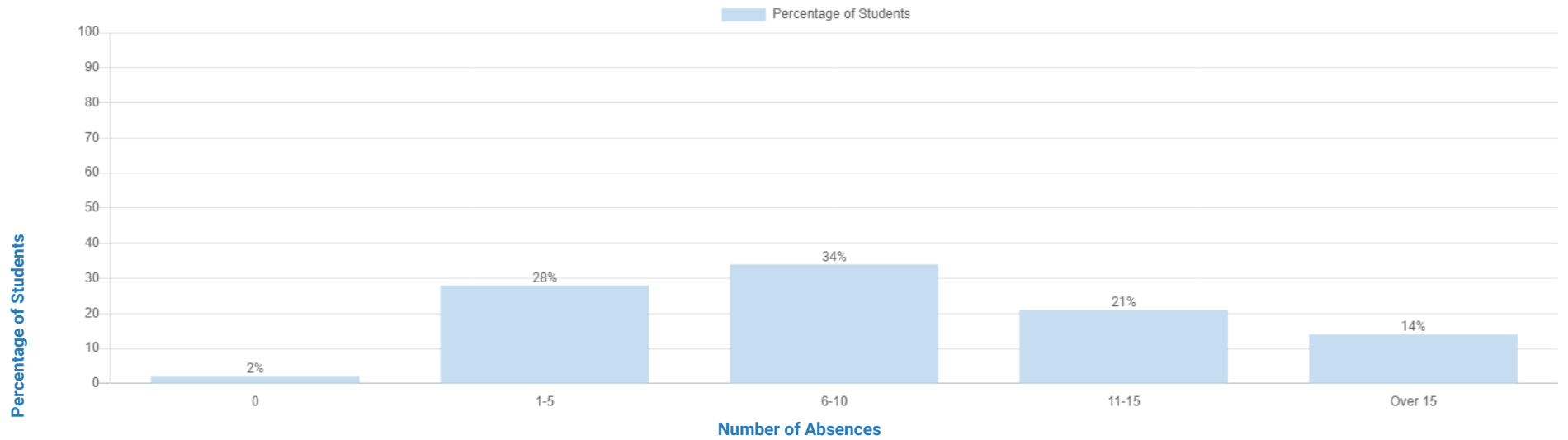
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

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



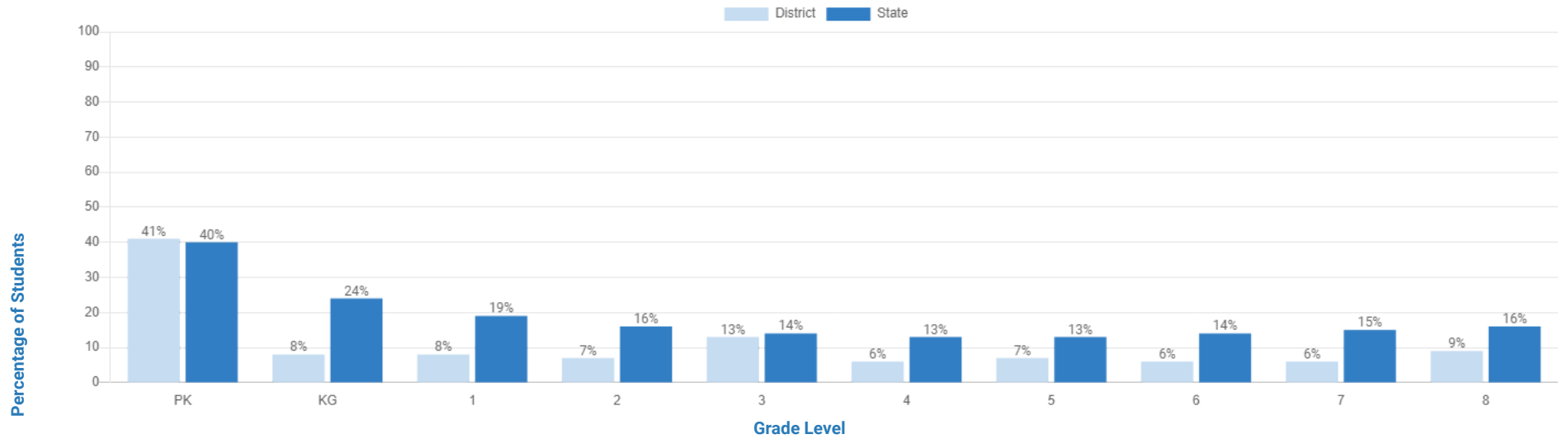
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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.



Report Key:

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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 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for 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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.40

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 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for 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	2	2
Disability	0	0	0
Other	0	2	2
No Identified Nature	3		3

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. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	5	0.4%	*
Out-of-School Suspensions	4	0.3%	
Any Suspension	9	0.7%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

Climate and Environment

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) 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.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in District	Teachers in State
Total Number of teachers	129	118,882
Average years experience in public schools	13.7	12.5
Average years experience in district	11.6	11.3
Number of Teachers with 4 or more years experience in the district	106	88,415
Percentage of Teachers with 4 or more years experience in the district	82.2%	74.8%
Number of out-of-field teachers	2	2,811
Percentage of out-of-field teachers	1.6%	2.4%
Number of Teachers with Provisional Credentials	6	8,605
Percentage of Teachers with Provisional Credentials	4.7%	7.3%

Administrators – Experience

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	9,952
Average years experience in public schools	18.4	16.1
Average years experience in district	15.7	12.5
Number of Administrators with 4 or more years experience in the district	8	7,675
Percentage of Administrators with 4 or more years experience in the district	88.9%	77.9%

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. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	129	118,882
Administrators	9	9,952
Librarians/Media Specialists	4	1,194
Nurses	4	2,960
School Counselors	6	4,519
Child Study Team Members	13	9,367
School Psychologists	2	2,166
School Social Workers	2	2,654
Student Assistance		
Coordinators	N	381
School Safety Specialists	2	694

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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.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

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). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	139:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	313:1
Students to Nurses †	313:1
Students to Counselors †	209:1
Students to Child Study Team Members †,††	21:1
Students to School Psychologists †	627:1
Students to School Social Workers †	627:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	627:1

† 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 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. To protect student and staff privacy, gender percentages 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%	80-85%	*	48.0%	77.0%	57.0%
Male	52.0%	15-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	65.1%	96.9%	100.0%	39.1%	82.2%	74.8%
Hispanic	13.2%	2.3%	0.0%	33.1%	8.3%	8.5%
Black or African American	2.2%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	12.7%	0.8%	0.0%	10.1%	2.4%	1.4%
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%	0.4%	0.6%
Two or More Races	6.7%	0.0%	0.0%	2.9%	0.2%	0.4%

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

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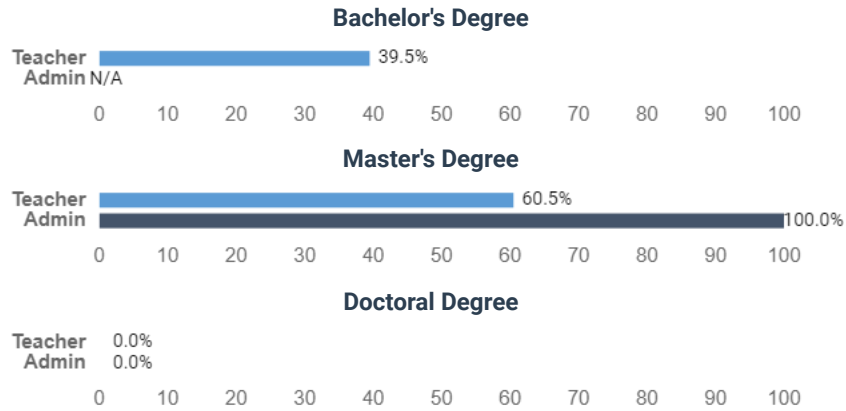
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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

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 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	93.1%	88.4%
2021-22 Administrators: Same district 2022-23	100.0%	86.6%

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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 2022-23 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 2022-23 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**
District Level Total Expenditures	\$383	\$21,801	\$22,184	1,237.0
District Level Central Expenditures	\$278	\$8,309	\$8,587	1,237.0
Bee Meadow School		\$15,979	\$15,979	291.7
Memorial Junior School		\$12,122	\$12,122	460.9
Mountview Road School		\$12,887	\$12,887	250.4
Salem Drive School		\$13,736	\$13,736	234.0
-				

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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:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All 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 fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - All 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 2022-23 Reports: 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 identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

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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 2024-25 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 2024-25 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 2022-23, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **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 who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: 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 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. 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	2020-21	2021-22	2022-23
ELA Proficiency		60.8%	70.3%
Math Proficiency		51.2%	53.2%
ELA Growth		21	61
Math Growth		24	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.0%	58.1%
Chronic Absenteeism	2.2%	7.0%	7.8%

† 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 - 2022-23 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	Met Target	Not Met	Exceeds Standard	Met Standard	N	N	Met Goal	Met
White	Met Target	Not Met	Exceeds Standard	Met Standard	N	N		Met
Hispanic	Met Target	Not Met	Met Standard	Met Standard	N	N		Met
Black or African American	Met Target	Met Target†	Met Standard	**	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds 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	Met Standard	Met Standard	N	N		Met
Students with Disabilities	Met Target†	Not Met	Exceeds Standard	Met Standard	N	N		Met
English Learners	Met Target	Not Met	Met Standard	Met Standard	N	N	Met Goal	Not Met

†Target was met within a confidence interval.

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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.



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 levels for their participation in the Patriot's Pen Essay Contest, the MCCEA Poster Contest, Area & Regional Band/Chorus competitions, student leadership awards, the National TSA Competition, 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.



Courses, Curriculum, Instruction:

As a Community That Inspires Excellence, the Hanover Township Public Schools Curriculum follows the New Jersey Student Learning Standards (NJSLs). It encompasses the areas of English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Language, Comprehensive Health and Physical Education, and Career Readiness, Life Literacies, and Key Skills. We are committed to challenging and assisting each student to achieve academic excellence, demonstrate good character, and maximize learning potential. Our programs provide students with opportunities to achieve their best while balancing the social, emotional and academic requirements of a K-8 educational experience.

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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 a 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 for Memorial Junior School (6-8), Bee Meadow School (PreK-5), Mountview Road School (K-5), and Salem Drive School (K-5).



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 of our elementary schools, HTSACC operates before and aftercare programs as well as a summer camp program, "Camp HTSACC." A team of enthusiastic and dedicated staff members and counselors care for the children by promoting a nurturing child-centered environment that provides academic support and fun/interactive activities for all participants.

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Staff and Professional Learning:

Hanover Township Public Schools is dedicated to professional development and growing our teachers to provide the best education to their students. The District's Professional Development Plan permeates throughout the schools and individuals professional development by reinforcing cutting edge teaching and learning techniques and tying them into our annual district and building level goals. 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. A focus on differentiation of instruction, attention to the wellness, school climate and school culture for our staff and students is at the core of our professional development initiatives.



Student Supports and Services:

The District's focus on the success of all students, especially those with special needs is highlighted by partnerships between the general education 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 and wellness activities, health, nutrition, & lifelong physical fitness programs. Our character education programs and District mindfulness/wellness initiatives inspire an appreciation and respect for all members of our district and greater school community. We have also partnered with outside resources to support these initiatives for both students and staff.

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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, school assemblies, 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, social/emotional and wellness 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, and various building level initiatives.



Facilities:

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

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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 is committed 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 and social skills prior to entering kindergarten and teaches valuable lessons about living within a diverse community.



Effective and Efficient Use of ESSR Funding:

Evidence Based Interventions that used ESSER Funding that helped address learning loss and social/emotional well-being included funding for high impact targeted tutoring for students meeting specific criteria. Funds were also used to purchase digital technology to support academic benchmarking. Additionally, the district used funding to partner with Care Plus to support students and families impacted by the pandemic and subsequent mental health issues that may have a significant impact on a student's ability to learn. Care Plus has provided these supports within all four of our schools. Lastly, ESSER funds were also used for HVAC upgrades to improve air quality and support student health.

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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. All district stakeholders as well as the greater school community actively support the Hanover Township Public School District and contribute greatly to our reputation as one of the premier school districts in Morris County.