NJ SCHOOL PERFORMANCE REPORT

DOVER HIGH SCHOOL
(27-1110-040)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	DOVER TOWN
Principal Name	MR. FRANKS
Address	100 GRACE STREET DOVER, NJ 07801-2697
Phone Number	(973)989-2010
Email Address	RFRANKS@DOVER-NJ.ORG
Website	http://dover-nj.org/dhs/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	258	219	281
10	269	264	216
11	209	238	239
12	193	220	231
Total	929	941	967

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.8%	48.8%	48.3%
Male	52.2%	51.2%	51.7%
Economically Disadvantaged Students	71.9%	73.0%	68.9%
Students with Disabilities	11.0%	10.4%	9.1%
English Learners	11.4%	14.6%	14.4%
Homeless Students		0.5%	1.9%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	11.0%	9.2%	7.3%
Hispanic	80.3%	83.4%	85.4%
Black or African American	6.5%	5.3%	4.8%
Asian	2.0%	1.9%	2.3%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.2%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	918	926	949
Shared Time Students	20	27	35
Full Time Equivalent	928	940	967

Enrollment by Home Language

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

Home Language	% of Students
Spanish	73.4%
English	24.3%
Other Languages	2.4%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	481	98.0	51.1	59.1	56.7	51.1	54.6	Met Target†
White	35	97.2	77.1	*	65.6	77.1	65.4	Met Target
Hispanic	416	97.9	47.8	58.0	42.5	47.8	52.9	Not Met
Black or African American	19	100.0	63.2	*	37.3	63.2	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	233	97.9	59.6	65.6	64.5	59.6		
Male	248	98.1	43.1	53.3	49.4	43.1		
Economically Disadvantaged Students	328	98.0	47.6	57.3	38.5	47.6	50.5	Met Target†
Non-Economically Disadvantaged Students	153	98.2	58.8	64.3	67.5	58.8		
Students with Disabilities	44	95.7	25.0	29.8	21.6	25.0	14.7	Met Target
Students without Disabilities	437	98.3	53.7	63.2	63.9	53.7		
English Learners	85	96.0	10.6	24.2	27.3	10.6	14.3	Met Target†
Non-English Learners	396	98.5	59.8	65.7	59.4	59.8		
Homeless Students	12	93.7	33.3	31.6	27.7	53.0		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	277	744	744	752	19%	11%	21%	37%	12%	49%	55%
White	17	765	765	760	*	0%	*	*	*	76%	64%
Hispanic	239	740	740	735	21%	12%	22%	36%	10%	46%	38%
Black or African American	12	760	760	734	0%	*	*	*	*	67%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	128	752	752	759	12%	9%	23%	42%	15%	57%	63%
Male	149	737	737	744	26%	13%	19%	33%	10%	43%	46%
Economically Disadvantaged Students	182	744	744	733	19%	11%	23%	36%	11%	47%	34%
Non-Economically Disadvantaged Students	95	745	745	761	20%	11%	16%	39%	15%	54%	65%
Students with Disabilities	26	707	707	716	50%	*	*	*	*	12%	15%
Students without Disabilities	251	748	748	758	16%	*	*	*	*	53%	62%
English Learners	47	691	691	691	*	*	*	*	*	*	*
Non-English Learners	230	755	755	755	*	*	*	*	*	*	*
Homeless Students	12	702	702	720	*	*	*	*	*	25%	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	746	746	749	20%	13%	17%	34%	16%	50%	51%
White	16	792	792	756	0%	*	*	*	*	75%	58%
Hispanic	187	742	742	733	22%	13%	17%	34%	13%	47%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	109	756	756	759	13%	10%	16%	43%	18%	61%	60%
Male	104	736	736	739	28%	16%	18%	24%	13%	38%	42%
Economically Disadvantaged Students	151	741	741	730	*	*	*	32%	13%	45%	34%
Non-Economically Disadvantaged Students	62	758	758	758	*	*	*	37%	24%	61%	59%
Students with Disabilities	13	715	715	707	*	*	*	*	*	31%	15%
Students without Disabilities	200	748	748	756	*	*	*	*	*	51%	57%
English Learners	41	691	691	684	68%	*	*	*	*	10%	*
Non-English Learners	172	759	759	752	9%	*	*	*	*	59%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	221	720	720	736	35%	19%	21%	19%	5%	24%	39%
White	13	757	757	737	*	*	0%	*	*	62%	41%
Hispanic	193	716	716	731	38%	19%	21%	*	*	22%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	105	725	725	745	30%	18%	24%	*	*	29%	48%
Male	116	715	715	728	41%	21%	18%	*	*	21%	31%
Economically Disadvantaged Students	154	716	716	730	40%	18%	21%	*	*	21%	33%
Non-Economically Disadvantaged Students	67	728	728	739	25%	22%	21%	*	*	31%	42%
Students with Disabilities	25	702	702	708	*	*	*	*	*	*	13%
Students without Disabilities	196	722	722	742	*	*	*	*	*	*	44%
English Learners	37	694	694	702	*	*	*	*	*	*	*
Non-English Learners	184	725	725	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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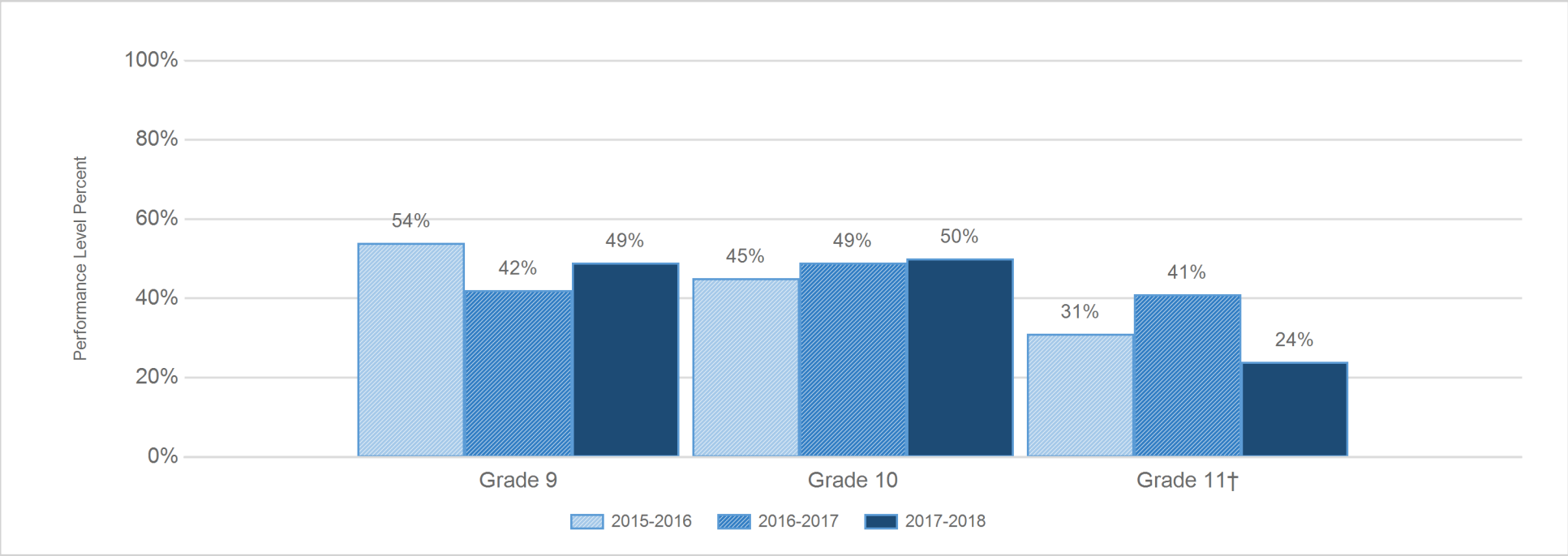
English Language Arts/Literacy Assessment - Performance Trends

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



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	470	96.8	25.6	44.0	45.0	25.6	33	Not Met
White	34	97.1	55.9	*	54.1	55.9	41.7	Met Target
Hispanic	406	96.5	21.9	42.7	29.2	21.9	31.3	Not Met
Black or African American	19	100.0	31.6	*	23.4	31.6	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	229	97.5	27.9	44.9	46.0	27.9		
Male	241	96.1	23.2	43.0	43.9	23.2		
Economically Disadvantaged Students	322	96.4	23.3	43.3	26.6	23.3	30.9	Not Met
Non-Economically Disadvantaged Students	148	97.5	30.4	45.7	55.9	30.4		
Students with Disabilities	43	93.5	*	*	17.1	*	11.3	Not Met
Students without Disabilities	427	97.1	*	*	50.5	*		
English Learners	77	93.3	*	*	24.6	*	22.7	Not Met
Non-English Learners	393	97.5	*	*	46.9	*		
Homeless Students	12	100.0	16.7	26.2	17.3	16.7		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	723	736	746	18%	34%	32%	16%	0%	16%	46%
White	11	721	*	755	*	*	*	*	*	*	57%
Hispanic	190	722	733	730	19%	34%	30%	16%	0%	16%	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	101	727	737	748	10%	36%	37%	18%	0%	18%	48%
Male	111	719	734	745	26%	32%	27%	14%	0%	14%	44%
Economically Disadvantaged Students	140	723	735	729	19%	38%	26%	*	*	18%	25%
Non-Economically Disadvantaged Students	72	724	738	756	18%	26%	43%	*	*	13%	57%
Students with Disabilities	23	709	709	716	*	*	*	*	*	*	13%
Students without Disabilities	189	725	738	752	*	*	*	*	*	*	52%
English Learners	54	710	710	710	*	*	*	*	*	*	*
Non-English Learners	158	727	742	749	*	*	*	*	*	*	*
Homeless Students	14	715	715	718	*	*	*	*	*	14%	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	729	729	735	12%	36%	28%	*	*	24%	30%
White	10	761	761	740	0%	*	0%	*	*	80%	37%
Hispanic	199	727	727	723	13%	38%	30%	*	*	19%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	105	730	730	736	14%	30%	30%	*	*	26%	30%
Male	122	729	729	734	11%	42%	25%	*	*	22%	29%
Economically Disadvantaged Students	172	727	727	722	*	38%	28%	*	*	20%	13%
Non-Economically Disadvantaged Students	55	738	738	741	*	31%	27%	*	*	36%	38%
Students with Disabilities	14	712	712	713	*	*	*	*	*	*	*
Students without Disabilities	213	731	731	738	*	*	*	*	*	*	*
English Learners	37	714	714	711	*	*	*	*	*	*	*
Non-English Learners	190	732	732	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	714	714	727	41%	24%	16%	*	*	20%	30%
White	17	749	749	733	*	*	*	65%	0%	65%	35%
Hispanic	164	710	710	710	43%	27%	16%	*	*	15%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	96	717	717	728	36%	23%	19%	*	*	22%	30%
Male	97	710	710	727	45%	25%	12%	*	*	18%	30%
Economically Disadvantaged Students	123	710	710	709	43%	26%	15%	*	*	16%	13%
Non-Economically Disadvantaged Students	70	720	720	736	37%	20%	17%	*	*	26%	37%
Students with Disabilities	25	683	683	693	*	*	*	*	*	*	*
Students without Disabilities	168	718	718	732	*	*	*	*	*	*	*
English Learners	19	704	704	691	*	*	*	*	*	*	*
Non-English Learners	174	715	715	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

DOVER HIGH SCHOOL
(27-1110-040)
Grades Offered: 09-12
2017-2018

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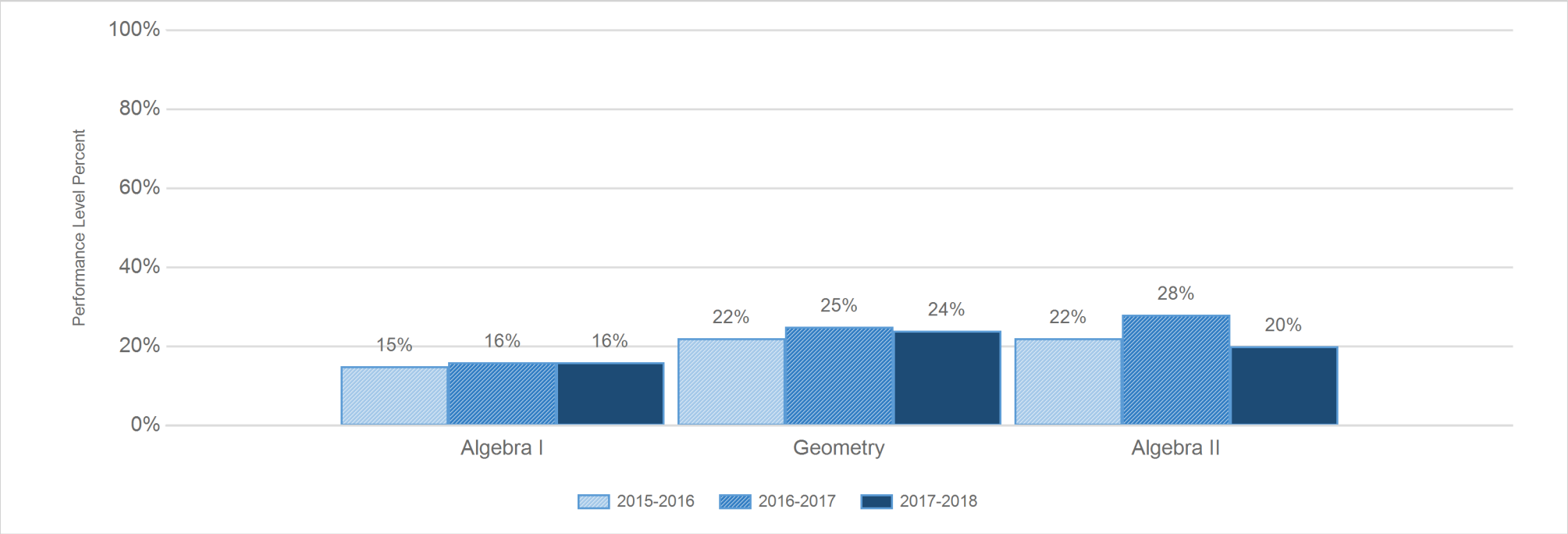
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.6%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	96	*	*
3-4	30	90.0%	10.0%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	79.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	12.1%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	432	478	Grade 10: 430 Grade 11: 460	50%	62%
PSAT 10/NMSQT - Math	430	478	Grade 10: 480 Grade 11: 510	26%	42%
SAT - Reading and Writing	509	542	480	62%	72%
SAT - Math	515	543	530	44%	54%
ACT - Reading	24	24	22	54%	62%
ACT - English	22	24	18	68%	78%
ACT - Math	23	24	22	64%	62%
ACT - Science	23	23	23	50%	53%

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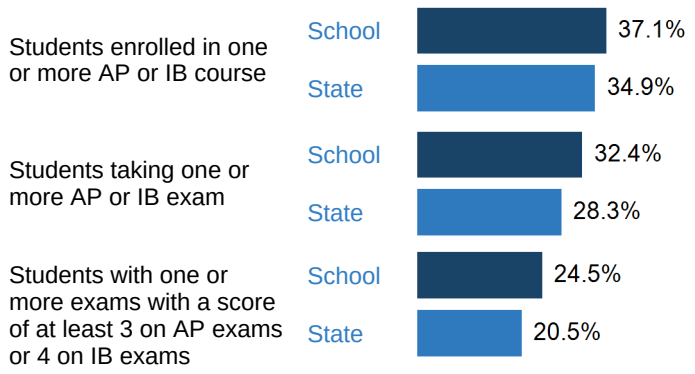
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

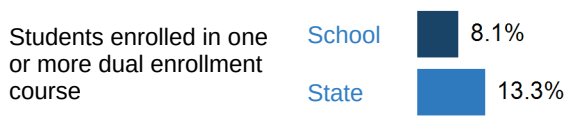
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	0	16
AP Calculus BC	16	16
AP English Language and Composition	22	20
AP English Literature and Composition	44	40
AP Environmental Science	15	11
AP Music Theory	0	1
AP Physics 1	33	30
AP Psychology	48	40
AP Seminar	16	16
AP Spanish Language	65	62
AP Spanish Literature	33	27
AP Statistics	13	12
AP U.S. Government and Politics	46	39
AP U.S. History	37	37
AP World History	10	9

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		384
Exams with scores of at least 3 on AP exams or 4 on IB exams		238

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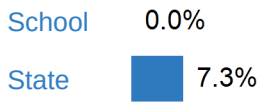
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

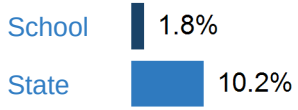
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



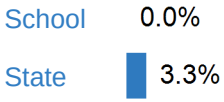
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	10	*	*
Total (All Clusters)	35	13	13

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. 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	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	195	78	0	0	0	0	75
10	14	142	63	1	0	0	17
11	5	36	138	67	0	6	48
12	0	4	35	62	62	7	25
Total	214	260	236	130	62	13	165
Enrolled in AP/IB Course					16	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	24

Science - Course Participation

This table shows the number of students who were enrolled in Science 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	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	224	1	0	40	0	3
10	28	170	0	17	0	1
11	10	57	0	68	79	27
12	11	17	0	62	30	14
Total	273	245	0	187	109	45
Enrolled in AP/IB Course	8	0		15	33	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	38

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History 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	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	264	14	0	0	5
10	3	58	21	2	0	178
11	198	12	200	34	9	34
12	15	2	16	89	71	112
Total	217	336	251	125	80	329
Enrolled in AP/IB Course	10	37	0	48		46
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	229	0	0	0	39	0	0
10	171	0	0	0	29	0	0
11	147	0	0	0	25	0	0
12	76	0	0	0	22	0	0
Total	623	0	0	0	115	0	0
Enrolled in AP/IB Course	97	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	109	0	0	0	32	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	31
Total	31

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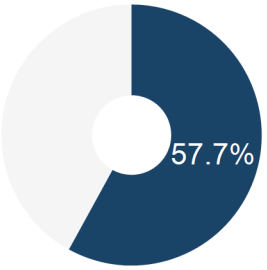
Visual and Performing Arts – Course Participation

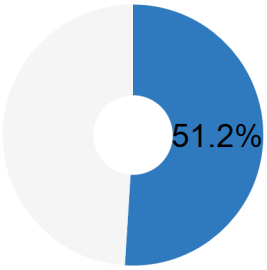
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

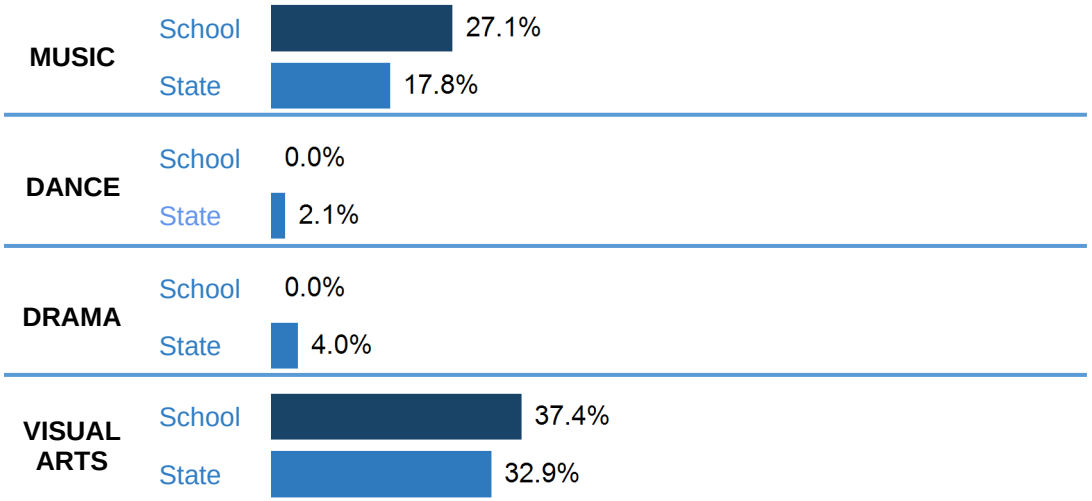


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	85.8%	90.9%	89.5%	92.4%	87.9%	85.6%	Met Target	87.9%	89.3%	Not Met
White	86.7%	95.0%	90.6%	95.7%	90.6%	90.7%	Not Met	88.6%	90.6%	Not Met
Hispanic	84.5%	84.8%	89.8%	87.3%	88.2%	85.0%	Met Target	87.8%	88.6%	Not Met
Black or African American	*	84.2%	81.0%	86.8%	76.2%	N	N	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	84.8%	84.6%	89.6%	87.0%	87.7%	82.7%	Met Target	90.9%	87.8%	Met Target
Students with Disabilities	75.0%	80.1%	80.6%	83.5%	75.0%	68.4%	Met Target	68.6%	75.6%	Not Met
English Learners	73.0%	75.8%	85.7%	81.8%	80.0%	N	N	78.9%	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	66.8%	56.8%
Substitute Competency Test	26.6%	34.9%
Portfolio Appeals Process	1.7%	3.3%
Alternate Requirements specified in IEP	2.1%	2.1%
Unknown	2.9%	2.9%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	85.8%	-
2017	87.9%	89.5%
2016	85.3%	87.9%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	2.3%	1.2%
2016-2017	3.5%	1.1%
2015-2016	1.7%	1.2%

NJ SCHOOL PERFORMANCE REPORT

DOVER HIGH SCHOOL
(27-1110-040)
Grades Offered: 09-12
2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	67.7%	40.3%	59.7%
White	73.9%	47.1%	52.9%
Hispanic	65.5%	39.7%	60.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	66%	41.1%	58.9%
Students with Disabilities	50%	87.5%	12.5%
English Learners	22.7%	100%	0%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	68.3%	56.5%	43.5%	82.6%	17.4%	88.4%	11.6%
White	75%	55.6%	44.4%	83.3%	16.7%	83.3%	16.7%
Hispanic	65.4%	58.8%	41.2%	81.4%	18.6%	90.2%	9.8%
Black or African American	75%	58.3%	41.7%	91.7%	8.3%	91.7%	8.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66.7%	56.4%	43.6%	83%	17%	90.4%	9.6%
Students with Disabilities	65.2%	86.7%	13.3%	93.3%	6.7%	100%	0%
English Learners	42.1%	100%	0%	100%	0%	100%	0%

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

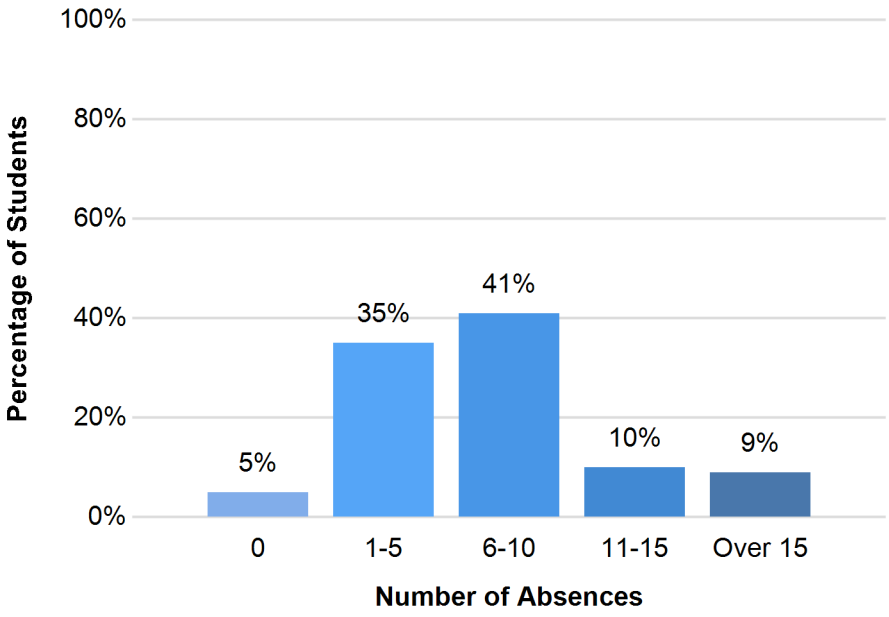
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	80	8.0	14.9	Met
White	6	7.6	14.9	Met
Hispanic	70	8.2	14.9	Met
Black or African American	2	4.1	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	50	7.4	14.9	Met
Students with Disabilities	22	18.8	14.9	Not Met
English Learners	31	22.3	14.9	Not Met

Days Absent

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



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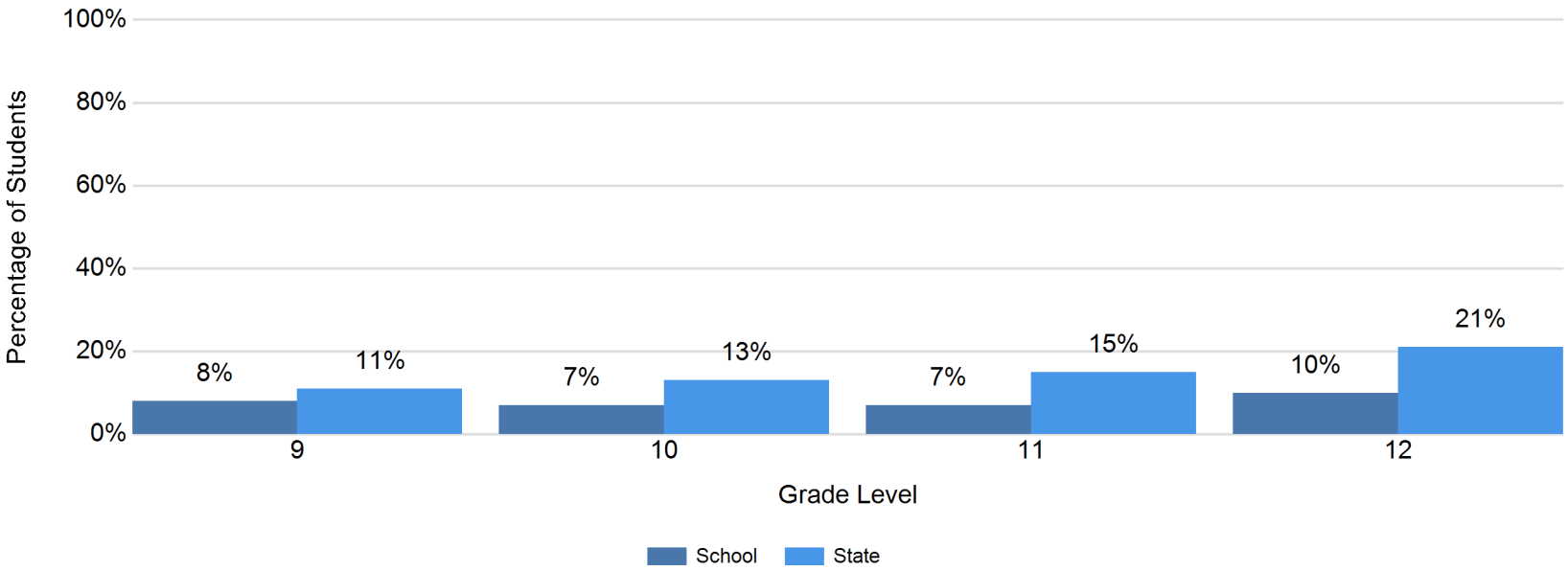
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.03

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)	2
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	2	2
Gender	6	5	11
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
26

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	2 Hrs. 52 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$835	$10,213	$11,048

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	83	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	60.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	21.3	16.0
Average years experience in district	14.7	12.0
Administrators in district for 4 or more years	84.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	15:1
Students to Administrators	121:1	170:1
Teachers to Administrators	10:1	12:1
Students to Librarians/Media Specialists		1079:1
Students to Nurses		809:1
Students to Counselors		647:1
Students to Child Study Team		647:1

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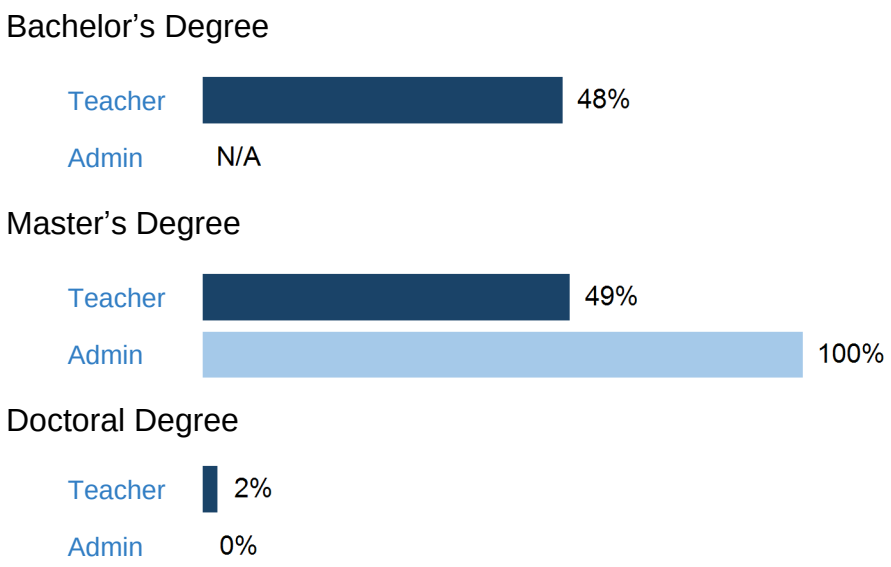
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	89.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	55.4%	62.5%
Male	44.6%	37.5%
White	79.5%	62.5%
Hispanic	12.0%	25.0%
Black or African American	1.2%	12.5%
Asian	4.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.4%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	63.32	15.0%
Mathematics Proficiency	49.00	15.0%
Graduation Rate - 4-Year	22.92	20.0%
Graduation Rate - 5-Year	16.38	20.0%
Progress Towards English Language Proficiency	48.18	20.0%
Chronic Absenteeism	69.54	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.30	n/a
Summative Rating: Percentile Rank of Summative Score	35.24	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Target	Not Met	Met Target†	Met	No
White	46.81	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	55.84	8.94	No	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
Black or African American	68.55	8.94	No	N	N	N	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	67.92	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Met	No
Students with Disabilities	38.14	8.94	No	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	58.20	8.94	No	Met Target†	Not Met	N	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Dover High School is a 2013 National Blue Ribbon Award Recipient presented by the U. S. Department of Education. • The Dover High School Class of 2018 included 31 students who earned the New Jersey Seal of Biliteracy. • Dover High School offers 16 varsity sports with the boys' soccer team winning the State Sectional Championship in 2017.
Mission, Vision, Theme:	Dover High School, a community rich in diversity, talent, and history, challenges and instructs all students to develop their unique abilities. Students achieve academic excellence and demonstrate responsible citizenship through participation in a comprehensive offering of academic and extra-curricular activities.
Awards, Recognition, Accomplishments:	Dover High School is a 2013 National Blue Ribbon Award recipient presented by the United States Department of Education. Dover High School has been recognized 8 times by US News and World Report with a Silver Award designation for Best High Schools. The Class of 2018 included 31 graduates that earned the New Jersey Seal of Biliteracy. During the 2018 assessment cycle, 54 students were recognized as either AP Scholars, Scholars with Honor, Scholars with Distinction, or National Scholars.

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Courses, Curriculum, Instruction:	Required courses are supplemented with electives in music, fine arts, 21st century skills, and technology. Collaborating with Rutgers, our Health and Science Academy is designed for students interested in pursuing careers in those fields. A Fine and Performing Arts Academy infuses language arts and history while providing strong foundations in careers in fine and performing arts. We offer an honors program to grade 9 students and 13 Advanced Placement courses for students in grades 10-12.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) The DHS Athletic Department was fortunate to have over 300 student athletes compete at the varsity and sub varsity levels. The boys' volleyball team finished the year in the Top 20 in New Jersey and had a senior recognized for earning his 500th kill. The boys' soccer team was a state sectional champion, a state group II finalist, and finished in the Top 20 in New Jersey.
Clubs and Activities:	Dover High School offers clubs and activities including but not limited to the National Honor Society, Key club, History club, Student Council, and a newspaper club. Fine and Performing Arts Academy students attend the Paper Mill Playhouse Arts in Education Program, have artwork displayed at Novartis and participate in the Hispanic Heritage Art Show. The marching band participates in competitions annually and the concert band, jazz band, and concert choir attend the Teen Arts Festival.

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Before and After School Programs:	Dover High School is a Federal Title I school offering programs that reduce class size and extend beyond the school day and into the summer for students in grades 9-12. An after school tutoring program was offered providing students with the opportunity to practice their skills using Khan Academy. Summer programs included and Accuplacer Prep course, an ASVAB Prep course, and a college essay writing class for incoming seniors. A summer course is also offered to students participating in our tiered English Language Learner program.
Staff and Professional Learning:	Dover High School requires all staff to align their professional development plan to the district and building goals. SAMR based professional development is a key focus of all staff to ensure students are engaged with 21st Century technology preparing them for the future. All staff participate in professional learning communities and professional development on topics such as differentiation, formative and summative assessment, problem based learning, data analysis, and aligning instruction to the most current standards in their discipline. Gilder Lehrman provided ongoing professional development opportunities for our History and English departments.
Postsecondary Information:	Dover High School had over 90% of seniors submit applications to 2 and 4 year colleges. Financial Aid application support is provided by the guidance department in addition to a FAFSA information night for all parents and students. All students have access to Naviance, a college and career readiness platform for completing the common application. Underclassmen can sign up for the college fair conducted multiple times each year. Seniors may participate in an instant decision day that is hosted by the guidance department each year.

NJ SCHOOL PERFORMANCE REPORT

DOVER HIGH SCHOOL
(27-1110-040)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Student Supports and Services:	Dover High School provides self-contained, adaptive, and in-class support classes for all students as specified in their IEP. Extensive evaluations are conducted to ensure individual students needs are met in the least restrictive environment. All English Language Learners are tested upon arrival to ensure they are placed in the appropriate setting. We currently offer basic, intermediate, and advanced courses for ELL students. Title I funded tutoring programs are available for all students.
Student Health and Wellness:	Dover High School offers a comprehensive health and physical education program highlighted by our Pursuit of Fitness and Nutrition course that combines strength and conditioning training, speed and agility training, and nutritional concepts. The health program is designed to promote proper health and safety habits, desirable moral standards and social attitudes, and the benefits of an active lifestyle. A full hot and cold breakfast menu is available to all students on a daily basis.
Parent and Community Involvement:	Dover High School has an active Parent Advisory Council that meets to review the Title I schoolwide plan, discuss programming, and provide feedback on improving the high school experience for our students. We offer evening events for all parents on a variety of topics including motivational speakers, financial aid, internet safety, and substance abuse. The high school staff conducts an open house for all incoming freshman parents. All parents are provided access to our parent portal to review grades, attendance, discipline, and obligations for their children.

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Facilities:	Dover High School has experienced many upgrades over the past 50 years. The most recent include complete renovations to over 75% of the classrooms. The entire building is equipped with air conditioning, including the gymnasium. The auditorium was equipped with state of the art sound and lighting. Every classroom has an interactive board with the latest installments being touchscreen models. We are extremely proud of our Hamilton Field sports complex with new bleachers, renovated locker rooms and field house, a turf field, 6-lane track, and new LED lighting.
School Safety:	Dover High School is committed to the safety and well-being of all students, staff, and visitors. A School Safety Team made up of administrators, faculty, and key personnel meets on a regular basis to review procedures and practices. Safety and security drills are conducted each month including the summer months.

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Technology and STEM:	Dover High School is committed to ensuring students have access to state of the art technology to meet college and career readiness standards. Teaching staff has access to over 20 computer carts equipped with Mac Book Air computers and incorporate SAMR based lessons into their weekly lesson plans. Several groups of students are provided with an iPad to use both in school and at home to conduct research, design projects, and complete assessments.