NJ SCHOOL PERFORMANCE REPORT

DOVER MIDDLE SCHOOL
(27-1110-065)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	MS. CLARRETT
Address	302 EAST MCFARLAN STREET DOVER, NJ 07801
Phone Number	(973)989-2040
Email Address	TCLARRETT@DOVER-NJ.ORG
Website	http://dover-nj.org/dms/

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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
7	278	238	266
8	223	293	244
Total	501	531	510

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	49.7%	48.0%	48.6%
Male	50.3%	52.0%	51.4%
Economically Disadvantaged Students	77.2%	72.7%	72.7%
Students with Disabilities	9.2%	9.2%	9.6%
English Learners	7.4%	8.5%	12.9%
Homeless Students		1.9%	2.5%
Students in Foster Care		0.0%	0.0%
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	8.6%	7.5%	7.5%
Hispanic	84.0%	83.1%	83.5%
Black or African American	5.2%	5.8%	5.3%
Asian	2.2%	3.4%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.4%

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	70.6%
English	26.7%
Other Languages	2.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	62	50	Exceeds Standard	48.5	59	50	Met Standard
White	69.5	68	50	Exceeds Standard	59	67	51	**
Hispanic	59	62	49	Met Standard	48	57	48	Met Standard
Black or African American	61.5	61	44	Exceeds Standard	*	64	44	**
Asian, Native Hawaiian, or Pacific Islander	46	59	61	**	*	55	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	N	*	51	**
Economically Disadvantaged	60	63	48	Exceeds Standard	48	58	47	Met Standard
Students with Disabilities	44.5	45	41	Met Standard	30	36.5	43	Not Met
English Learners	59	61	54	Met Standard	69.5	65	51	Exceeds Standard

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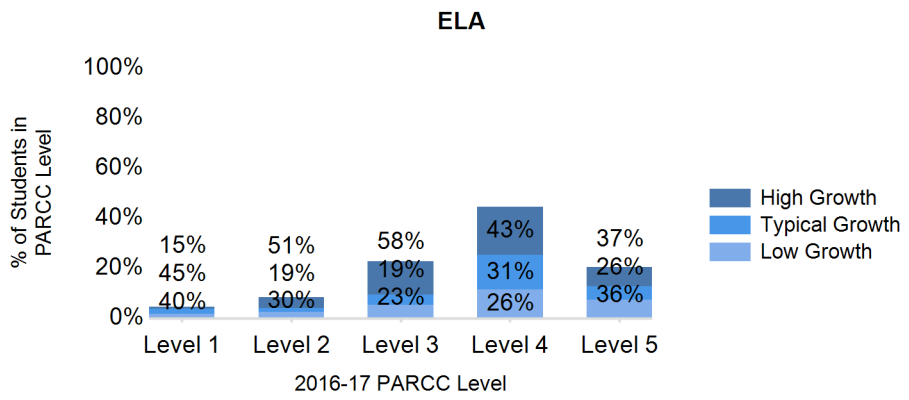
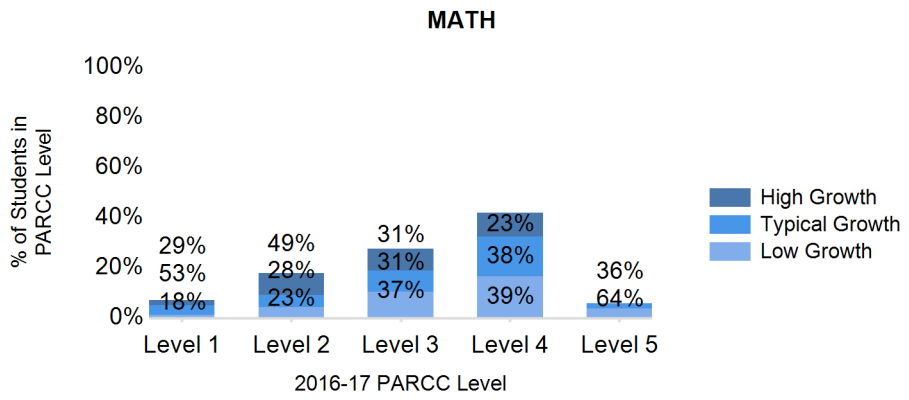
Student Growth by Performance Level

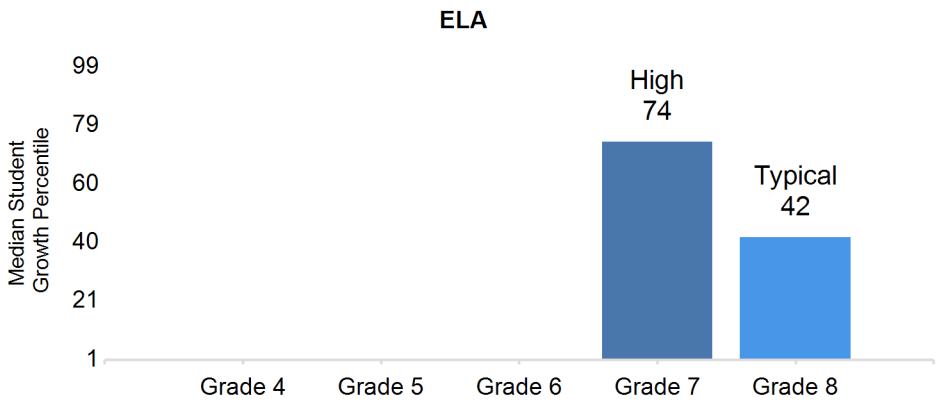
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

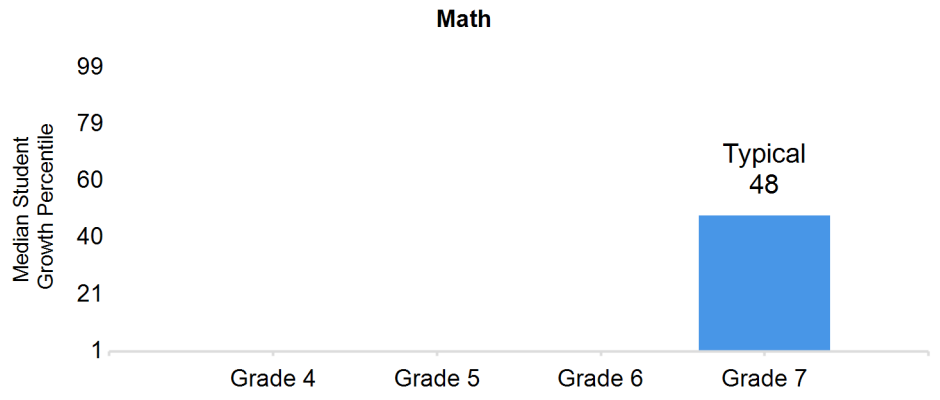




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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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	489	99.0	71.8	59.1	56.7	71.8	71.5	Met Target
White	36	90.0	72.2	*	65.6	68.4	77.2	Met Target†
Hispanic	408	100.0	71.8	58.0	42.5	71.8	70.7	Met Target
Black or African American	27	100.0	55.5	*	37.3	55.5	68	Met Target†
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	241	99.2	77.2	65.6	64.5	77.2		
Male	248	98.8	66.5	53.3	49.4	66.5		
Economically Disadvantaged Students	340	100.0	70.5	57.3	38.5	70.5	70.2	Met Target
Non-Economically Disadvantaged Students	149	96.9	74.5	64.3	67.5	74.5		
Students with Disabilities	53	96.6	35.8	29.8	21.6	35.8	56.9	Not Met
Students without Disabilities	436	99.3	76.1	63.2	63.9	76.1		
English Learners	74	100.0	29.7	24.2	27.3	29.7	30.5	Met Target†
Non-English Learners	415	98.8	79.3	65.7	59.4	79.3		
Homeless Students	10	100.0	50.0	31.6	27.7	50.0		
Students In Foster Care	N	N	N	*	26.3	N		
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 7

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	253	767	767	760	11%	4%	12%	37%	36%	73%	63%
White	17	786	786	768	*	*	*	*	*	82%	72%
Hispanic	219	765	765	746	12%	5%	12%	37%	35%	72%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	129	773	773	769	*	*	*	39%	40%	79%	72%
Male	124	761	761	752	*	*	*	35%	31%	67%	54%
Economically Disadvantaged Students	183	764	764	742	*	*	*	38%	34%	72%	44%
Non-Economically Disadvantaged Students	70	775	775	771	*	*	*	34%	41%	76%	73%
Students with Disabilities	25	725	725	721	*	*	*	*	*	20%	22%
Students without Disabilities	228	772	772	768	*	*	*	*	*	79%	71%
English Learners	37	703	703	705	*	*	*	*	*	16%	11%
Non-English Learners	216	778	778	762	*	*	*	*	*	83%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	233	765	765	759	9%	6%	16%	46%	23%	69%	60%
White	18	778	778	767	*	*	*	*	*	61%	70%
Hispanic	188	764	764	744	9%	5%	15%	49%	21%	71%	45%
Black or African American	17	750	750	739	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	114	771	771	768	*	*	18%	47%	26%	74%	69%
Male	119	760	760	751	*	*	14%	45%	20%	65%	52%
Economically Disadvantaged Students	152	763	763	740	*	*	18%	47%	20%	66%	42%
Non-Economically Disadvantaged Students	81	769	769	769	*	*	12%	44%	30%	74%	71%
Students with Disabilities	18	720	720	719	*	*	*	*	*	28%	19%
Students without Disabilities	215	769	769	766	*	*	*	*	*	73%	68%
English Learners	23	698	698	703	*	*	*	*	*	*	*
Non-English Learners	210	773	773	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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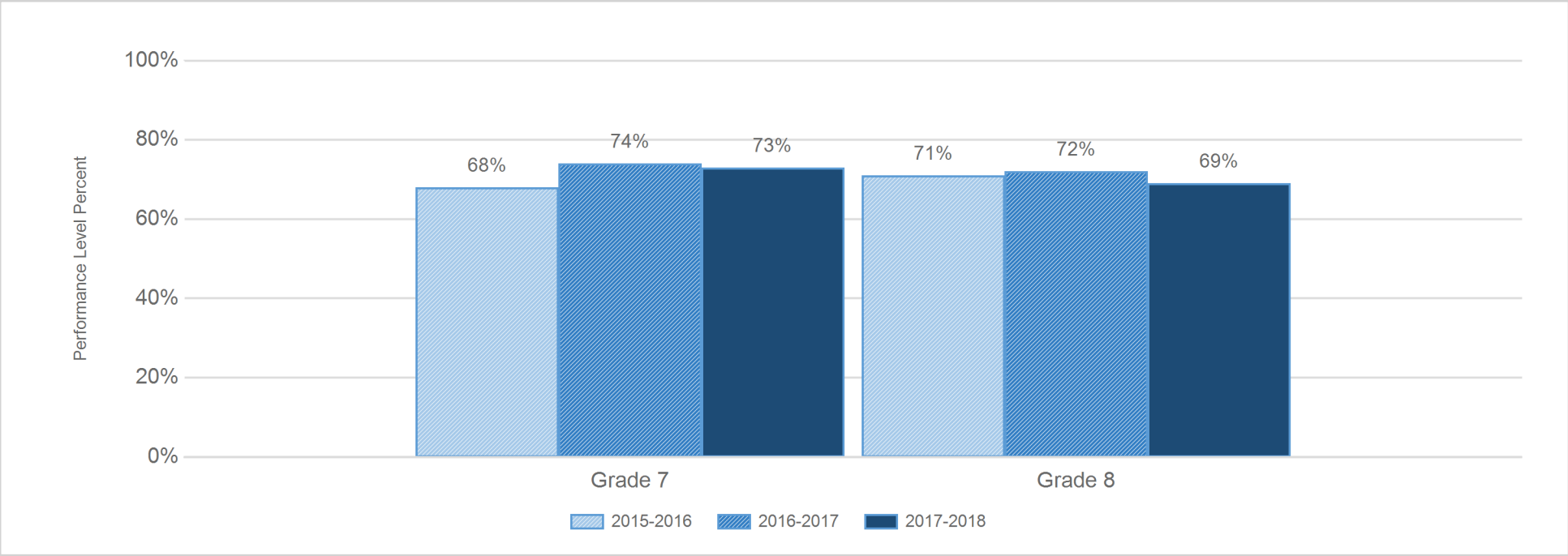
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	493	99.0	48.7	44.0	45.0	48.7	49.4	Met Target†
White	36	90.0	63.8	*	54.1	60.5	75	Not Met
Hispanic	412	100.0	48.6	42.7	29.2	48.6	46.4	Met Target
Black or African American	27	100.0	18.5	*	23.4	18.5	51.3	Not Met
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	242	99.2	50.0	44.9	46.0	50.0		
Male	251	98.9	47.4	43.0	43.9	47.4		
Economically Disadvantaged Students	344	100.0	48.6	43.3	26.6	48.6	47.2	Met Target
Non-Economically Disadvantaged Students	149	96.9	49.0	45.7	55.9	49.0		
Students with Disabilities	53	96.6	20.8	*	17.1	20.8	31.5	Not Met
Students without Disabilities	440	99.3	52.1	*	50.5	52.1		
English Learners	78	100.0	32.1	*	24.6	32.1	28	Met Target
Non-English Learners	415	98.8	51.8	*	46.9	51.8		
Homeless Students	10	100.0	50.0	26.2	17.3	50.0		
Students In Foster Care	N	N	N	*	16.2	N		
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 Grade: Grade 7

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	258	745	745	743	6%	16%	31%	40%	7%	47%	43%
White	17	762	762	750	*	*	*	*	*	65%	54%
Hispanic	224	743	743	732	7%	17%	30%	41%	5%	46%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	129	746	746	745	*	15%	31%	*	*	50%	45%
Male	129	744	744	741	*	16%	31%	*	*	45%	42%
Economically Disadvantaged Students	188	744	744	730	*	*	31%	*	*	46%	24%
Non-Economically Disadvantaged Students	70	749	749	751	*	*	31%	*	*	50%	55%
Students with Disabilities	24	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	234	748	748	748	*	*	*	*	*	*	50%
English Learners	43	723	723	716	*	35%	35%	*	*	12%	10%
Non-English Learners	215	750	750	744	*	12%	30%	*	*	54%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	176	733	733	728	16%	20%	34%	*	*	30%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	146	735	735	722	15%	21%	32%	*	*	32%	22%
Black or African American	16	718	718	715	*	*	*	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	87	737	737	731	14%	17%	36%	*	*	33%	31%
Male	89	730	730	725	19%	22%	31%	*	*	27%	26%
Economically Disadvantaged Students	115	736	736	719	14%	19%	34%	*	*	33%	20%
Non-Economically Disadvantaged Students	61	728	728	735	21%	21%	33%	*	*	25%	35%
Students with Disabilities	18	707	707	705	61%	*	*	*	*	17%	*
Students without Disabilities	158	736	736	735	11%	*	*	*	*	32%	*
English Learners	31	727	727	705	*	*	*	*	*	29%	10%
Non-English Learners	145	735	735	729	*	*	*	*	*	30%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

DOVER MIDDLE SCHOOL
(27-1110-065)
Grades Offered: 07-08
2017-2018

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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	65	777	736	746	0%	0%	*	*	*	92%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	50	774	733	730	0%	0%	*	*	*	94%	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	N	N	*	755	N	N	N	N	N	N	54%
Female	29	774	737	748	0%	0%	*	*	*	90%	48%
Male	36	780	734	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	42	775	735	729	0%	0%	*	*	*	93%	25%
Non-Economically Disadvantaged Students	23	782	738	756	0%	0%	*	*	*	91%	57%
Students with Disabilities	N	N	709	716	N	N	N	N	N	N	13%
Students without Disabilities	65	777	738	752	0%	0%	*	*	*	92%	52%
English Learners	N	N	710	710	N	N	N	N	N	N	*
Non-English Learners	65	777	742	749	0%	0%	*	*	*	92%	*
Homeless Students	N	N	715	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	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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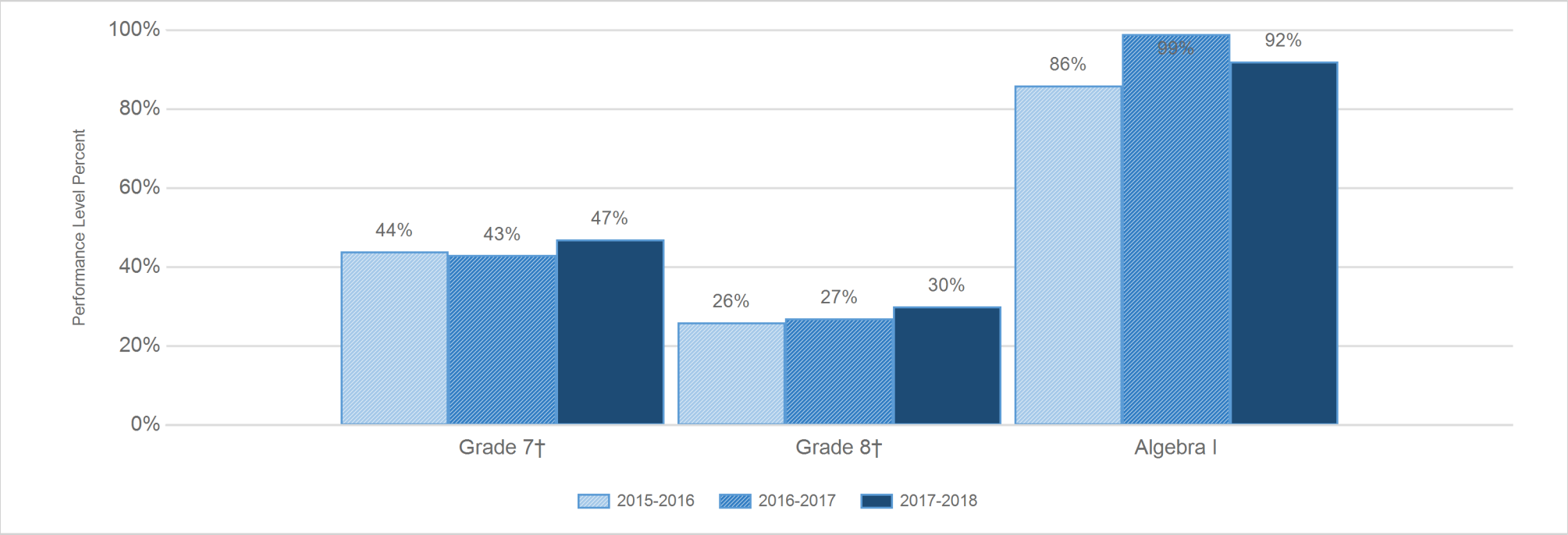
Mathematics Assessment – Performance Trends

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
7	*	10
8	*	*

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	34.7%	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	44	*	*
3-4	21	*	*
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.

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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
7	0	0	266
8	66	0	178
Total	66	0	444

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
7	0	262	0	0	0	0	0
8	242	0	0	0	0	0	0
Total	242	262	0	0	0	0	0

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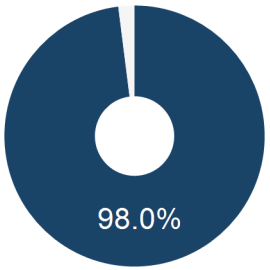
Visual and Performing Arts – Course Participation

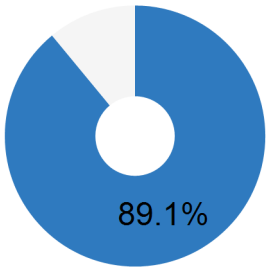
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

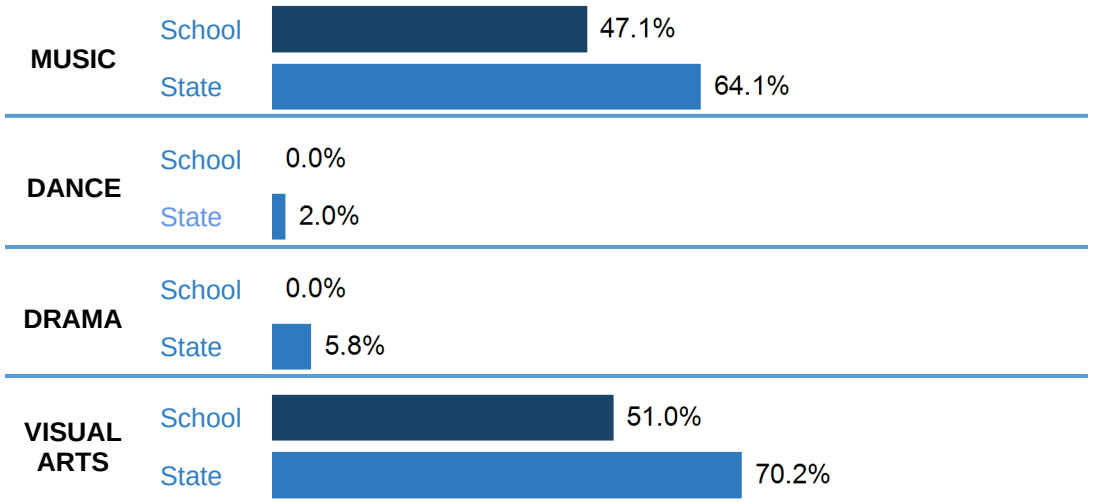


School



State

Students enrolled in one or more classes by discipline:



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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.

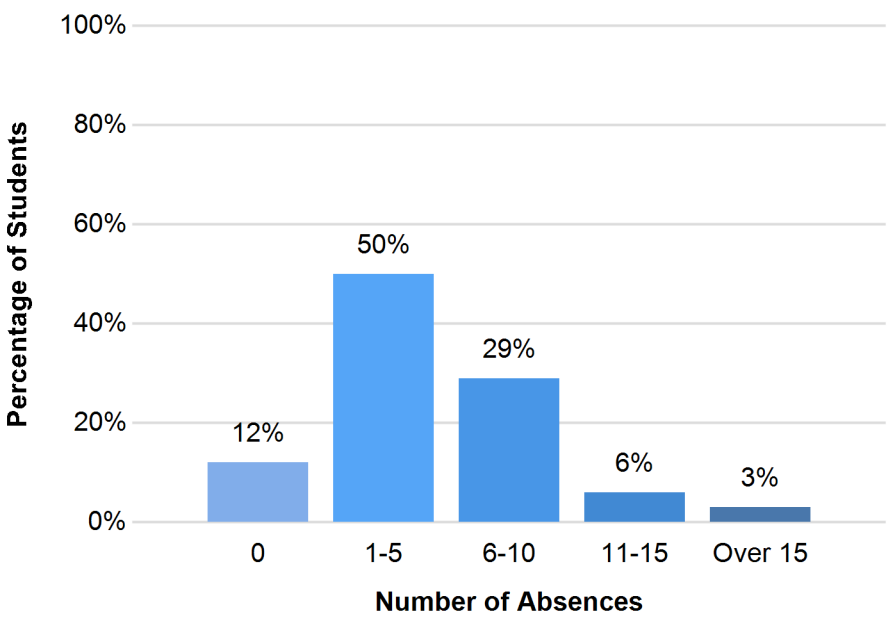
Chronic Absenteeism

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	11	2.1	10.0	Met
White	2	5.0	10.0	Met
Hispanic	9	2.1	10.0	Met
Black or African American	0	0	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	1.1	10.0	Met
Students with Disabilities	6	10.3	10.0	Not Met
English Learners	0	0	10.0	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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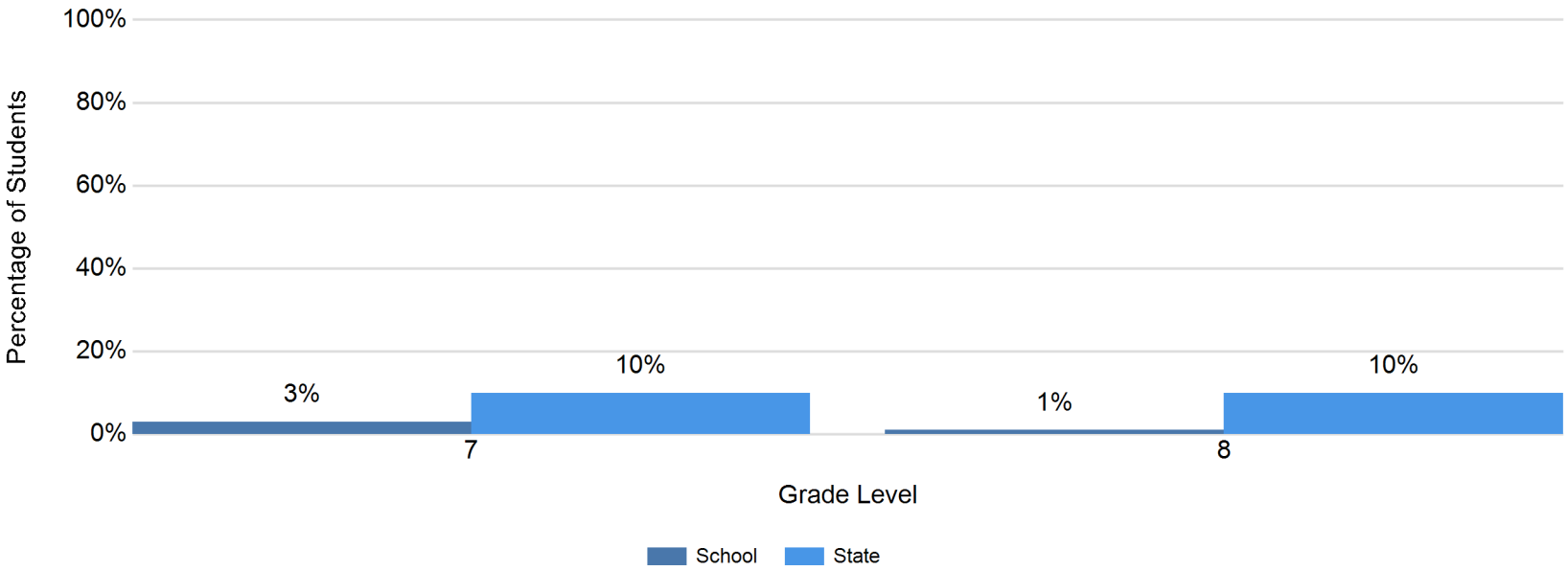
Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	3.14

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	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	8	9
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
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	15	2.9%
Out-of-School Suspensions	27	5.3%
Any Suspension	35	6.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
121

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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	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	N

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	37	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	7.4	10.7
Teachers in district for 4 or more years	64.9%	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	14:1	15:1
Students to Administrators	102:1	170:1
Teachers to Administrators	7:1	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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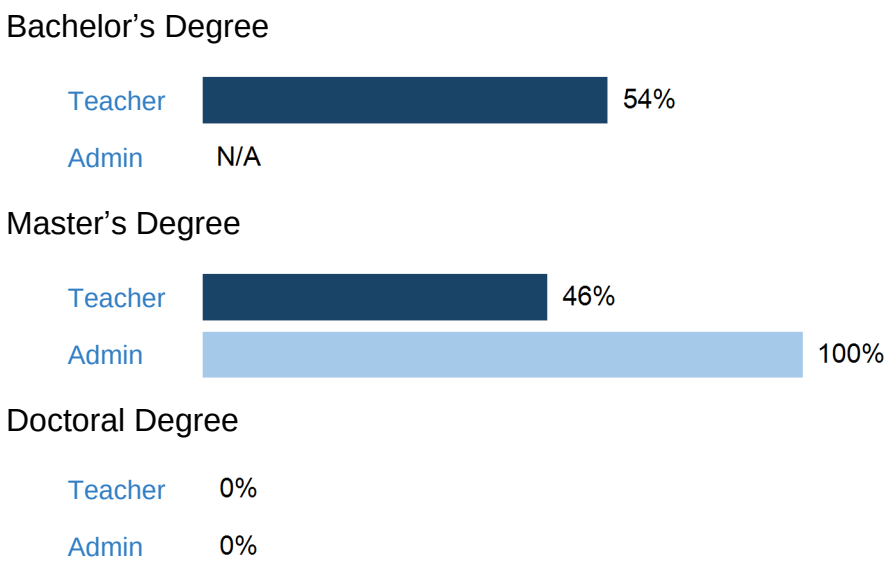
Teachers and Administrators - Level of Education

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	97.9%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	54.1%	80.0%
Male	45.9%	20.0%
White	86.5%	60.0%
Hispanic	10.8%	0.0%
Black or African American	0.0%	40.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.7%	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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(27-1110-065)
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2017-2018

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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	76.30	15.0%
Mathematics Proficiency	53.02	15.0%
English Language Arts Growth	83.83	20.0%
Mathematics Growth	44.93	20.0%
Progress Towards English Language Proficiency	11.28	20.0%
Chronic Absenteeism	94.96	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.90	n/a
Summative Rating: Percentile Rank of Summative Score	60.60	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	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	Met Target†	Exceeds Standard	Met Standard	Met Target†	Met	No
White	70.56	14.08	No	Met Target†	Not Met	Exceeds Standard	**	n/a	Met	No
Hispanic	77.56	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	77.81	14.08	No	Met Target†	Not Met	Exceeds Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	83.90	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	53.22	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	63.60	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	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.

Mission, Vision, Theme:	The East Dover Middle School community believes that student success is achieved in a supportive, nurturing, learning environment. Students are expected to work to the best of their abilities, enabling them to achieve their goals and reach their full potential. All teachers believe that it is imperative to motivate students by modeling enthusiasm, creating exciting activities, and remaining committed to sustained, meaningful professional development. All parents believe learning begins in the home and continues as children develop into mature, academically proficient, productive citizens contributing to society on their journey through life.
Awards, Recognition, Accomplishments:	During the 2017-18 the students and staff of East Dover Middle School have been recognized for their participation in the Picatinny Arsenal Pumpkin Sling Competition and Builders' Club. Additionally, each year students have been presented the Middle School Leadership Award. Further, we have teachers who have participated in professional development provided by the Gilder Lehrman Foundation, allowing them to travel overseas and across the United States, to experience history up close.

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Courses, Curriculum, Instruction:	Throughout the 2017-2018 school year, East Dover Middle School pushed to enhance our already robust curriculum with STEAM Challenges, Algebra centered classes, Coding classes, curriculum focused assemblies offered through Fairleigh Dickerson and Pushcart Players, and a Gifted and Talented program.
Sports and Athletics:	East Dover Middle School offers the following athletics, free of participation fees: soccer, wrestling, baseball, softball, basketball, cross-country, track & field. During the 2017-2018 seasons the Boys Middle School soccer team placed 2nd in Morris County. Simultaneously, the Girls Middle School Soccer Team placed 4th in Morris County.
Clubs and Activities:	At East Dover Middle School students have the opportunity to participate in clubs and extracurricular activities that include, but are not limited to: Jazz Band, Chorus, Drama, National Junior Honor Society, Chess Club, Student Council, Yearbook, and Builders' Club

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Before and After School Programs:	We offer before and after school programs like: Academic Assistance, for students in need of homework help or academic support; Band and/or Chorus, offered before school.
Staff and Professional Learning:	Professional Development of our staff is a priority. East Dover Middle School's professional development plan over the past few years has focused on: building teachers capacity to engage students in the higher levels of SAMR and building the capacity of teachers to increase students' critical thinking skills in both mathematics and English Language Arts. We achieved this through PLCs, ScIP meetings, and workshops like Apple Professional Learning.

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Student Supports and Services:	The middle school supports students through the guidance counselor office, which consists of two guidance counselors. Additionally there is a Student Assistance Counselor (SAC) and an HIB Coordinator. All of the counselors work proactively to prevent conflict and substance abuse by going into classrooms to teach lessons focused on: conflict resolution, substance abuse awareness, and Social Emotional Learning.
Student Health and Wellness:	Students are exposed to various programs that promote a healthy lifestyle such as: nutritious breakfast and lunches, Substance Awareness Counselors (SAC), asthma awareness assemblies, and a Family Life curriculum.
Parent and Community Involvement:	A wide range of community involvement is welcomed through venues such as: the PTA, Back-to-School Nights, 7th Grade Orientation, Parent Advisory Council Meetings, Honor Roll recognition ceremonies, Awards Dinner, School Safety and Climate meetings and parent newsletters.

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Facilities:	The upkeep of our buildings is a priority as a way to ensure the safety of our students and staff, thus the following projects were completed this year: exterior lighting upgrade, sidewalk and curbing replaced, and re-painting of the gymnasium flooring.
School Safety:	Protocols are in place to ensure the safety of students like: improved lighting and the school Climate and Safety committee, which consists of parents, teacher, and students. Additionally our Middle School participates in an approved SRO program.

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Technology and STEM:	In striving to remain committed to ensuring that our students have access to up-to-date technology and 21st Century Skills, each middle school student has access to a laptop that is assigned to them, STEAM activities that are schoolwide, each marking period, in-house Apple Trainers and coding classes.