



State of New Jersey
2015-2016

Grade Span 3H-06

27-1110-050
MORRIS
DOVER TOWN
Academy Street Elementary School
14 ACADEMY STREET
DOVER, NJ 07801-4906

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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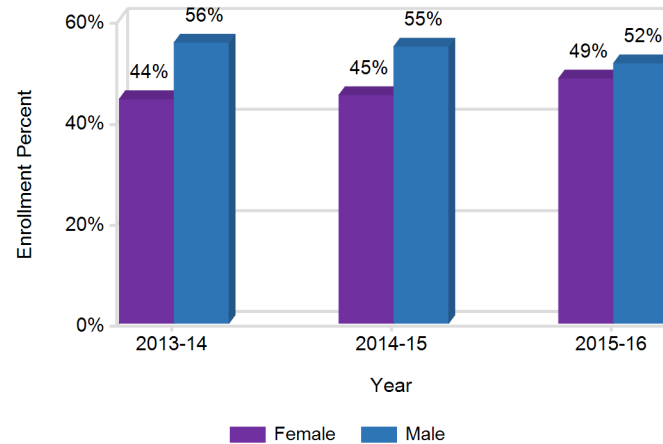
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	33	0
Grade KG	78	99	87
Grade 01	98	79	98
Grade 02	79	96	71
Grade 03	71	66	85
Grade 04	66	65	65
Grade 05	77	64	65
Grade 06	62	78	62
UG	30	28	30
Total	561	608	563

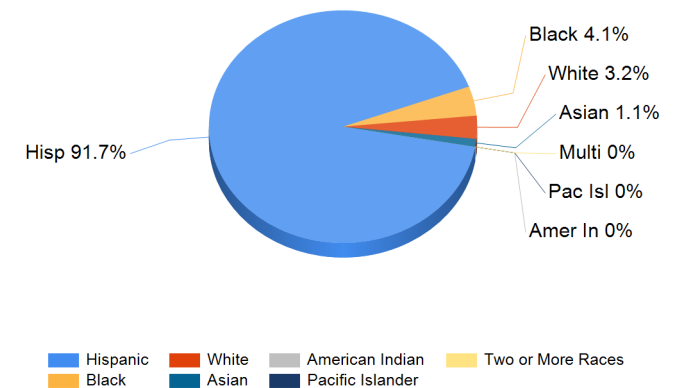
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



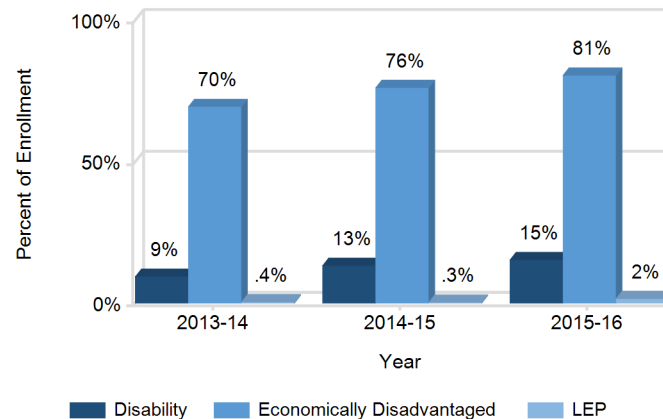
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	70.0%
English	29.1%
Chinese	0.4%
Abkhazian	0.2%
Arabic	0.2%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	S	44
Mathematics Met or Exceeded Expectations	45%	S	41

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	296	50%	44	100%	✓	296	45%	41	100%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	273	49%	66	100%	✓	273	44%	66	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	239	49%	81	100%	✓	239	44%	79	100%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	731	735	746	16%	25%	28%	31%	N	31%	48%
White	S	S	758	756	S	S	S	S	S	S	58%
African American	S	S	736	727	S	S	S	S	S	S	30%
Hispanic	81	730	732	730	16%	25%	30%	30%	N	30%	31%
Asian	S	S	769	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	690	718	S	S	S	S	S	S	22%
English Language Learners	S	S	676	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	71	730	731	727	18%	24%	28%	30%	N	30%	28%
PARCC MATH											
Schoolwide	88	739	743	749	3%	22%	44%	27%	3%	31%	52%
White	S	S	757	757	S	S	S	S	S	S	63%
African American	S	S	743	730	S	S	S	S	S	S	31%
Hispanic	82	739	741	736	4%	20%	48%	27%	2%	29%	35%
Asian	S	S	776	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	703	727	S	S	S	S	S	S	28%
English Language Learners	S	S	718	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	72	739	741	732	1%	25%	47%	24%	3%	26%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	743	748	750	9%	13%	33%	42%	3%	45%	54%
White	S	S	759	759	S	S	S	S	S	S	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	63	743	749	737	8%	13%	33%	43%	3%	46%	37%
Asian	S	S	749	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	706	723	S	S	S	S	S	S	22%
English Language Learners	S	S	694	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	744	748	734	7%	12%	38%	41%	3%	44%	33%
PARCC MATH											
Schoolwide	69	741	746	745	6%	17%	36%	41%	N	41%	47%
White	S	S	758	752	S	S	S	S	S	S	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	63	742	746	733	5%	18%	37%	41%	N	41%	30%
Asian	S	S	754	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	S	S	709	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	61	742	746	730	3%	20%	34%	43%	N	43%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	745	747	751	7%	15%	24%	54%	N	54%	53%
White	S	S	753	758	S	S	S	S	S	S	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	69	745	746	738	7%	16%	23%	54%	N	54%	37%
Asian	S	S	765	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	S	S	688	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	746	746	735	7%	15%	22%	56%	N	56%	33%
PARCC MATH											
Schoolwide	77	748	749	747	9%	12%	25%	51%	4%	55%	47%
White	S	S	763	753	S	S	S	S	S	S	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	74	748	747	735	10%	12%	26%	49%	4%	53%	31%
Asian	S	S	790	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	722	725	S	S	S	S	S	S	19%
English Language Learners	S	S	700	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	60	747	748	732	10%	13%	27%	45%	5%	50%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	763	765	750	3%	5%	11%	72%	9%	82%	52%
White	S	S	771	756	S	S	S	S	S	S	61%
African American	S	S	756	732	S	S	S	S	S	S	31%
Hispanic	57	761	765	738	4%	5%	11%	72%	9%	81%	37%
Asian	S	S	790	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	725	719	S	S	S	S	S	S	15%
English Language Learners	S	S	703	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	761	764	735	4%	6%	8%	76%	6%	82%	33%
PARCC MATH											
Schoolwide	66	748	752	743	3%	6%	41%	47%	3%	50%	43%
White	S	S	767	750	S	S	S	S	S	S	53%
African American	S	S	743	724	S	S	S	S	S	S	20%
Hispanic	58	746	751	730	3%	7%	41%	47%	2%	48%	26%
Asian	S	S	774	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	729	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	50	748	751	728	4%	6%	36%	50%	4%	54%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



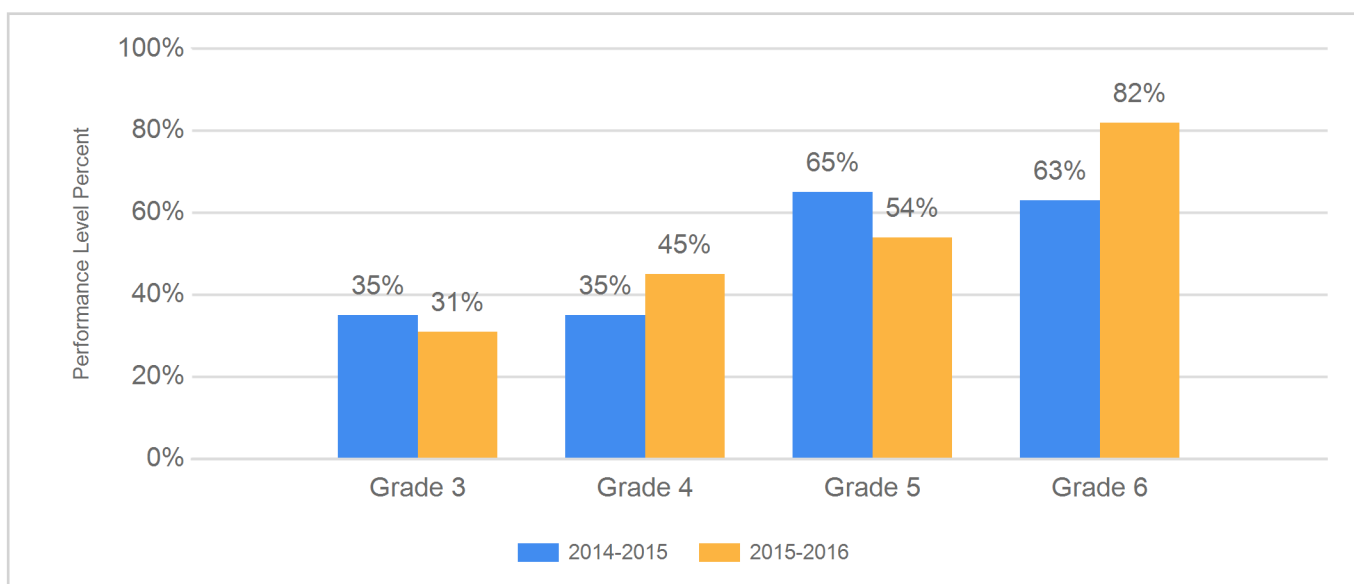
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





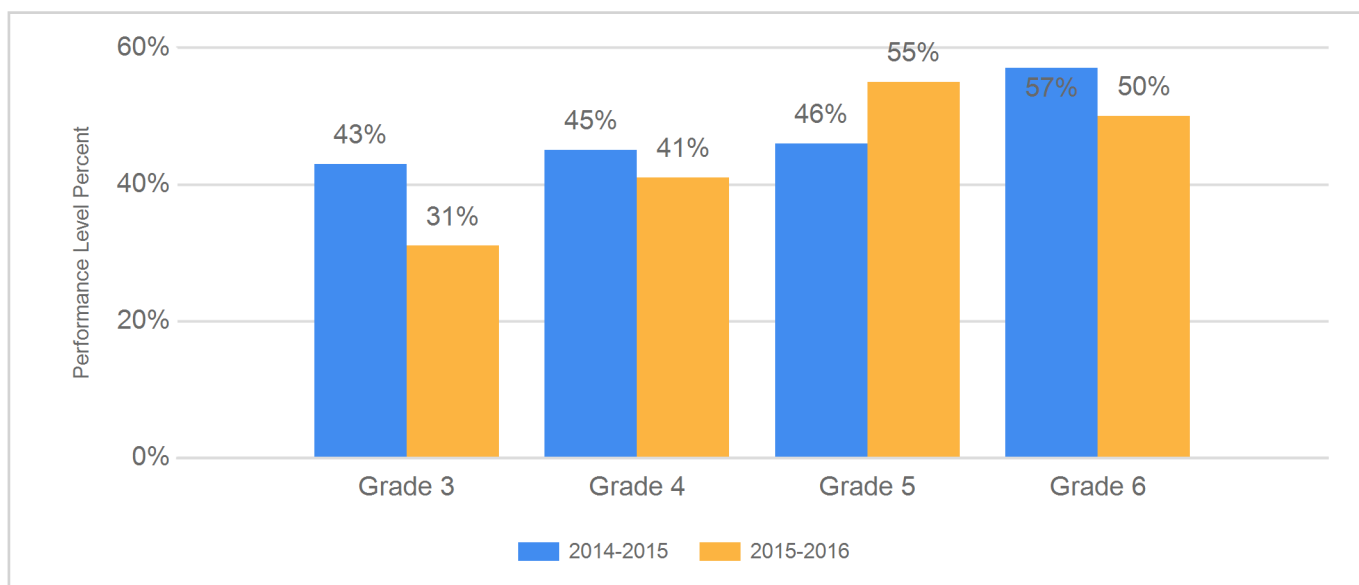
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

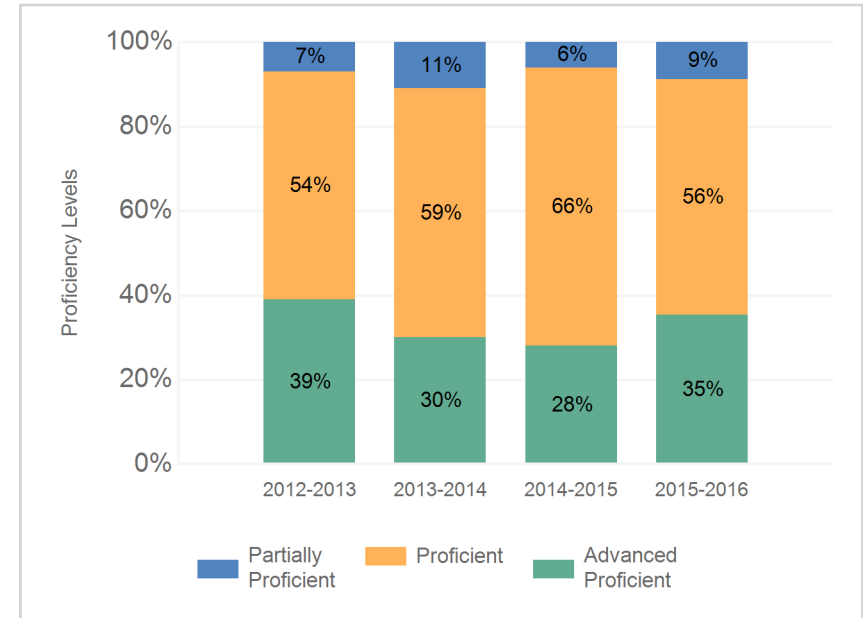
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	35%	56%	9%
White	S	S	S
African American	S	S	S
Hispanic	34%	56%	10%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	34%	57%	10%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	67	S	50
Student Growth on Math	63	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	2%
Partially Met (L2)	5%	3%	11%
Approached (L3)	9%	10%	21%
Met (L4)	6%	11%	19%
Exceeded (L5)	0%	1%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	1%	3%	7%
Approached (L3)	15%	14%	23%
Met (L4)	6%	12%	18%
Exceeded (L5)	0%	1%	0%



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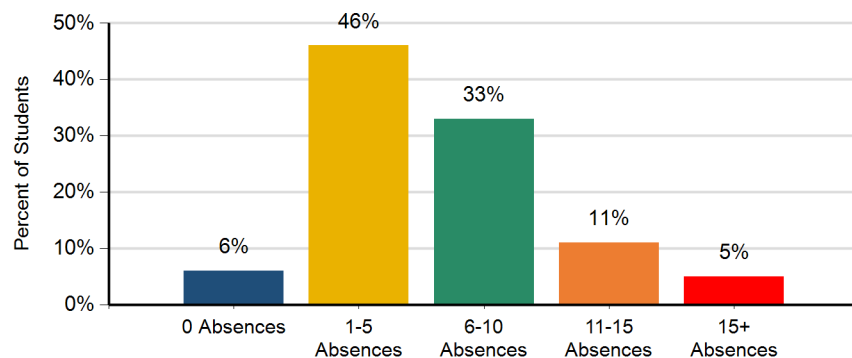
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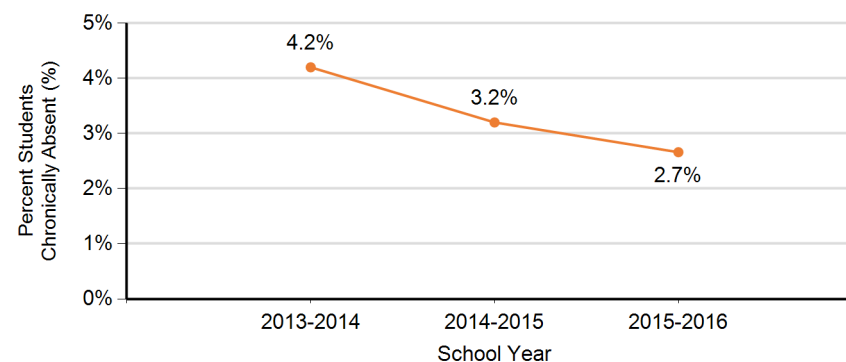
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	282:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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Grade Span 09-12

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- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

27-1110-040

MORRIS

DOVER TOWN

Dover High School

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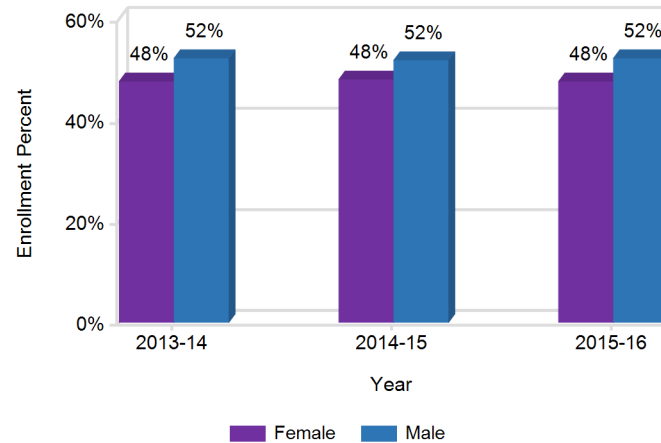
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	211	286	238
Grade 10	207	203	260
Grade 11	175	171	197
Grade 12	181	175	180
UG	49	48	43
Total	822	882	918

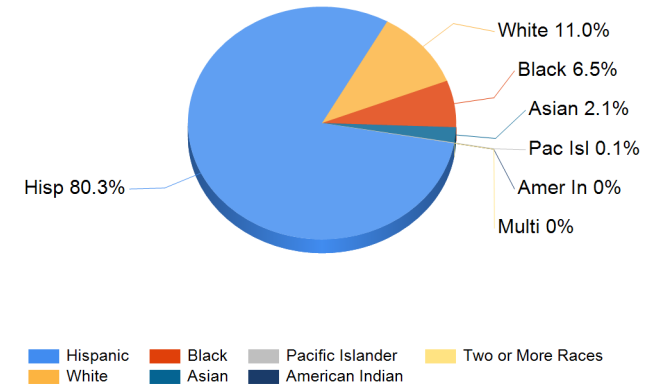
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



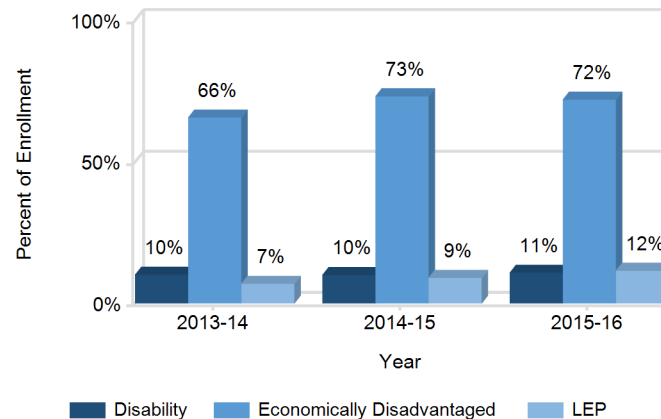
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	68.2%
English	29.4%
Vietnamese	0.4%
Greek, Modern (1453-)	0.3%
Gujarati	0.2%
Other	1.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	S	52
Mathematics Met or Exceeded Expectations	28%	S	47

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	481	52%	52	99%	✓	472	28%	47	99%	✓
White	47	64%	59	100%	✓	48	38%	46	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	397	50%	70	99%	✓	386	26%	62	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	54	8%	36	97%	✓	54	4%	26	97%	✓
English Learner Students	36	3%	65	97%	✓	36	14%	63	97%	✓
Economically Disadvantaged Students	337	47%	74	99%	✓	331	25%	70	99%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	247	746	746	746	17%	9%	20%	41%	13%	54%	49%
White	17	774	774	754	N	N	24%	47%	29%	77%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	216	744	744	730	19%	10%	19%	40%	12%	52%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	183	742	742	729	20%	9%	23%	37%	11%	48%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	263	739	739	740	24%	13%	18%	35%	10%	45%	44%
White	30	749	749	747	17%	10%	17%	40%	17%	57%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	208	737	737	726	26%	13%	18%	34%	9%	43%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	175	734	734	723	27%	14%	19%	34%	6%	40%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	210	729	729	736	22%	22%	24%	26%	5%	31%	40%
White	30	734	734	739	20%	23%	17%	33%	7%	40%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	159	727	727	732	23%	23%	26%	24%	4%	28%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	143	728	728	730	22%	26%	24%	24%	5%	29%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



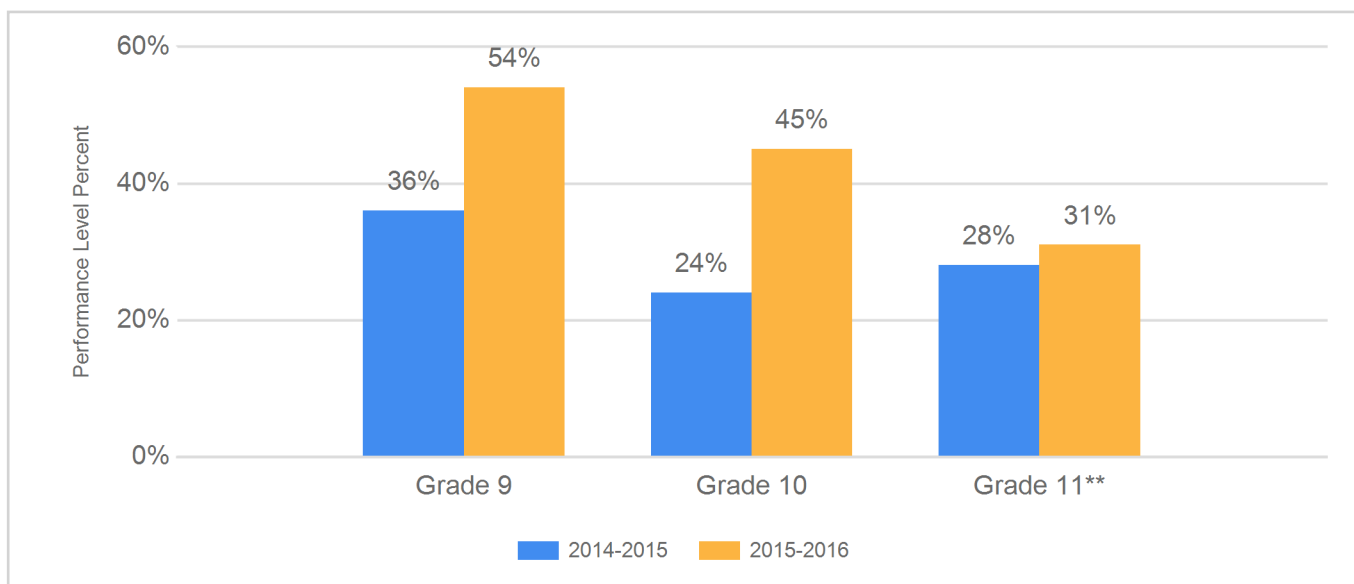
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	211	720	720	727	24%	28%	33%	15%	1%	15%	41%
White	16	717	717	734	13%	50%	19%	19%	N	19%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	182	719	719	720	25%	27%	35%	14%	N	14%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	39	714	714	707	28%	39%	23%	8%	3%	10%	9%
Economically Disadvantaged Students	163	719	719	719	25%	29%	32%	13%	1%	14%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	281	728	728	730	13%	32%	33%	20%	2%	22%	27%
White	29	733	733	736	10%	31%	31%	17%	10%	28%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	227	728	728	720	12%	34%	32%	21%	1%	22%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	201	728	728	719	12%	34%	33%	20%	2%	21%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	167	722	722	722	27%	25%	26%	22%	1%	22%	27%
White	24	719	719	728	42%	17%	13%	29%	N	29%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	125	722	722	707	25%	25%	30%	20%	N	20%	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	98	719	719	705	29%	25%	28%	19%	N	19%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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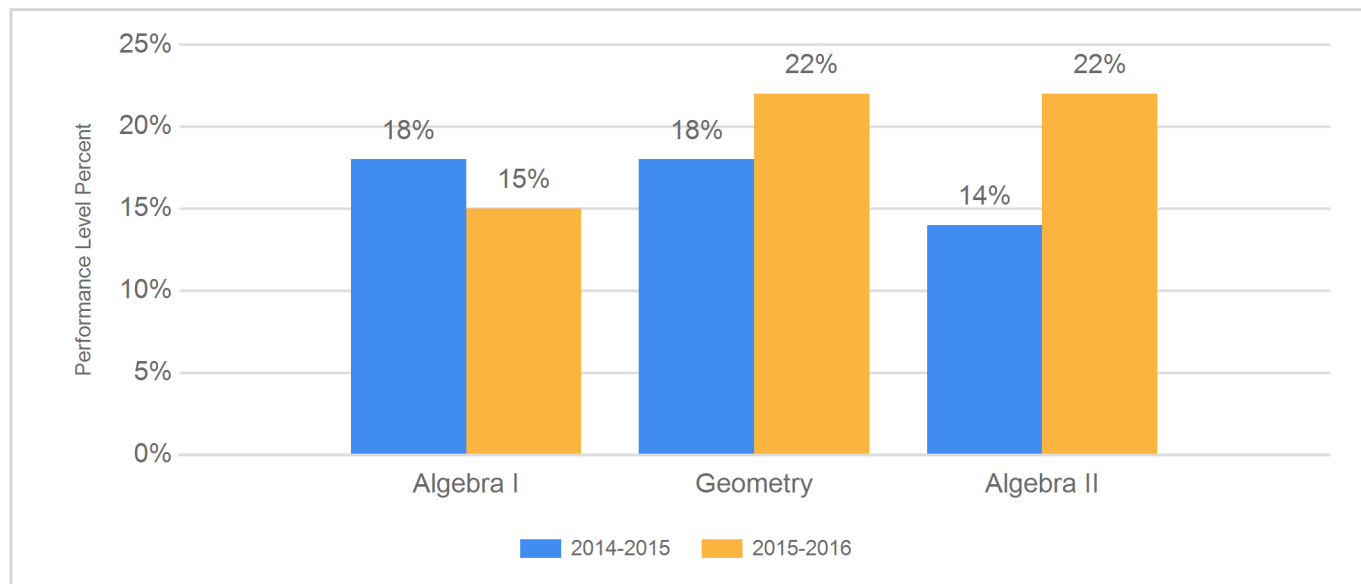
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

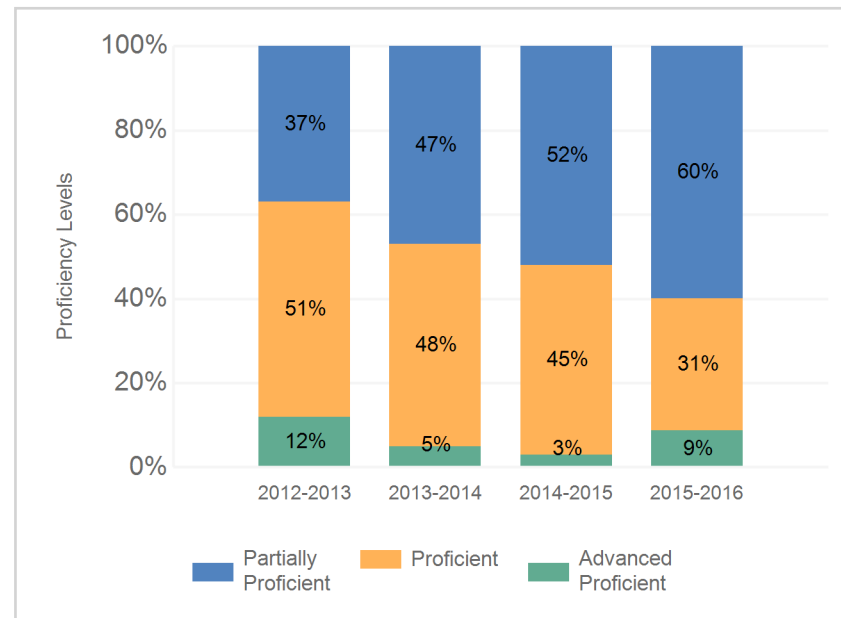
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	9%	31%	60%
White	18%	32%	50%
African American	N	33%	67%
Hispanic	8%	30%	61%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	5%	95%
English Language Learners	N	8%	92%
Economically Disadvantaged Students	8%	30%	63%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	65.8%	58.0%
Percent of Students Participating in ACT	25.6%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	901	950
SAT	-	-
Reading and Writing	484	537
Math	488	538
ACT	-	-
Reading	20	23
English	18	22
Math	20	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	53%	71%
Math	530	28%	53%
ACT	-	-	-
Reading	22	33%	58%
English	18	46%	74%
Math	22	35%	61%
Science	23	17%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	990	900	810
SAT	-	-	-
Reading and Writing	540	480	430
Math	540	490	435
ACT	-	-	-
Reading	23	19	16
English	21	16	14
Math	24	18	16
Science	S	S	S

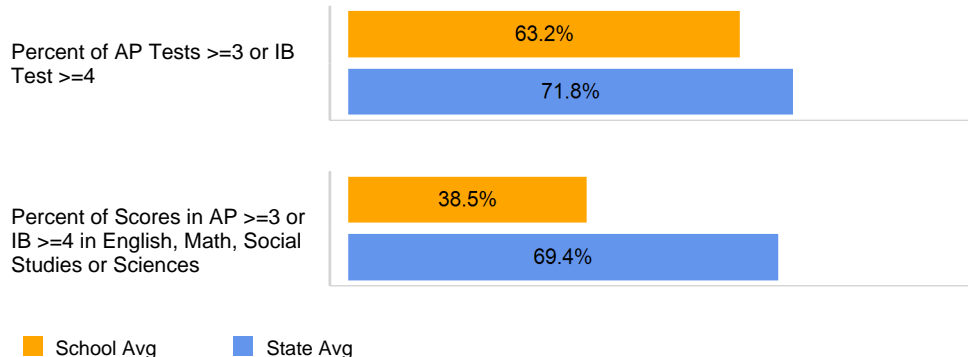


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	19
AP Calculus BC	0	1
AP Environmental Science	21	18
AP Italian Language and Culture	5	5
AP Physics 1	40	31
AP Psychology	57	48
AP Spanish Language	43	36
AP Spanish Literature	15	2
AP Statistics	9	9
AP U.S. Government and Politics	65	63
Student AP Tests ≥ 3 and IB Tests ≥ 4		91

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	44.6%	39.1%
One of More Test	38.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	28.9%	26.6%
Participating in Dual Enrollment	31.6%	15.4%



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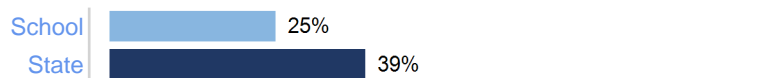
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



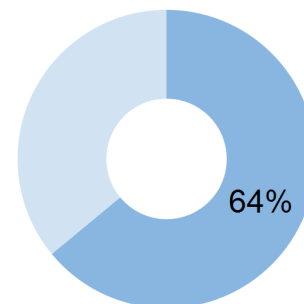
DANCE



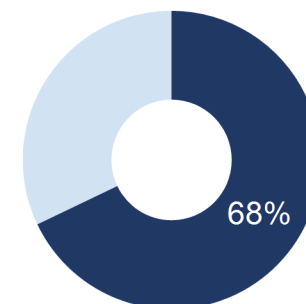
VISUAL ARTS



Any Visual and Performing Arts



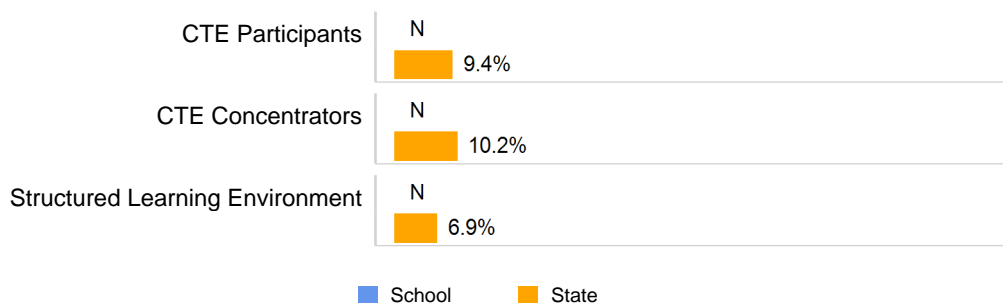
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





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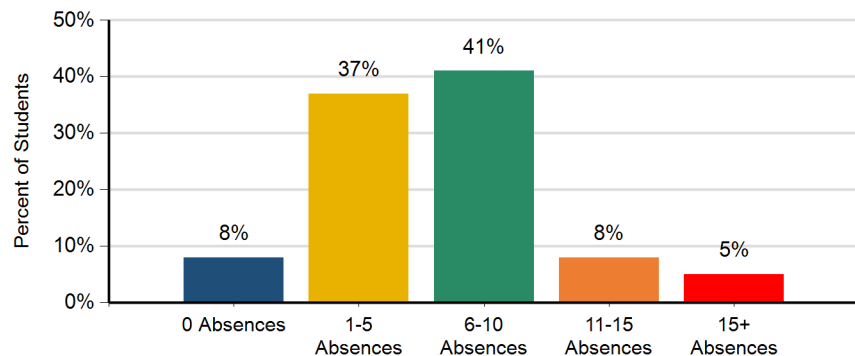
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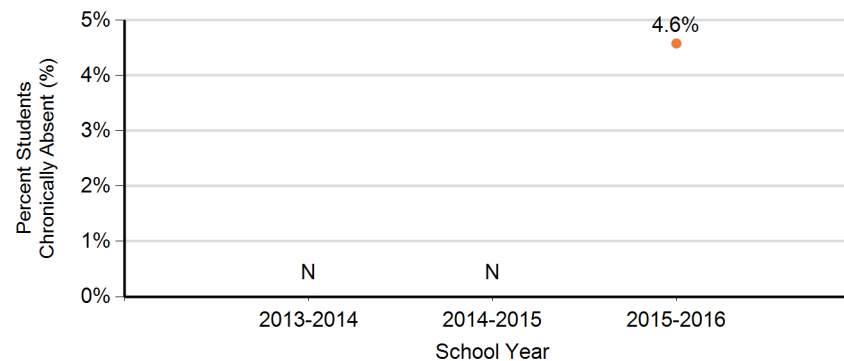
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	85.3%	21	81%
White	88.6%	19	
African American	S	S	
Hispanic	84.3%	34	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	61.8%	9	
English Language Learners	S	S	
Economically Disadvantaged Students	88.8%	56	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.7%	1.2%
White	N	0.6%
African American	1.9%	2.6%
Hispanic	2.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	3.6%	1.7%
English Language Learners	0.8%	0.1%
Economically Disadvantaged Students	0.8%	1.7%



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DOVER, NJ 07801-2697

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	79%	81%
2014	84%	89%
2015	85%	85%
2016	85%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.9%	58.5%	41.5%
White	S	S	S
African American	S	S	S
Hispanic	68.3%	66.7%	33.3%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	66.4%	65.8%	34.2%



State of New Jersey
2015-2016

Grade Span 09-12

27-1110-040
MORRIS
DOVER TOWN
Dover High School
100 GRACE STREET
DOVER, NJ 07801-2697

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	2 Hrs. 52 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	87:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065
MORRIS
DOVER TOWN
Dover Middle School
302 EAST MCFARLAN STREET
DOVER, NJ 07801

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

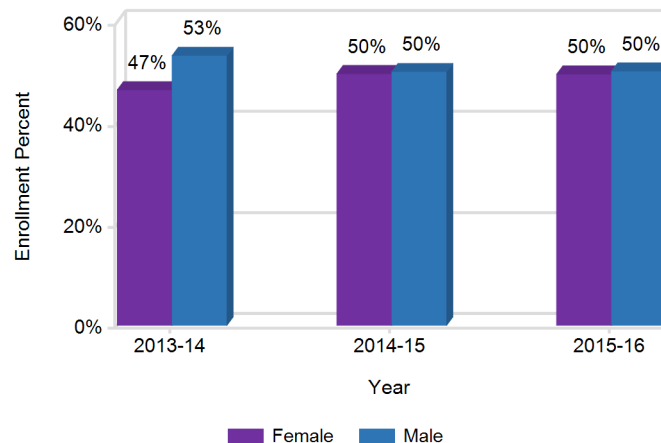
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	214	215	268
Grade 08	228	216	217
UG	28	31	16
Total	470	462	501

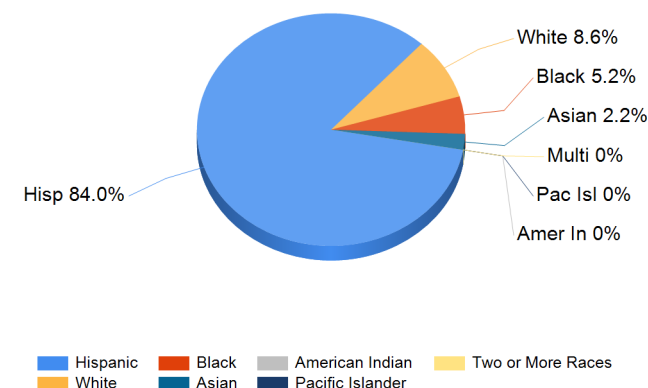
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



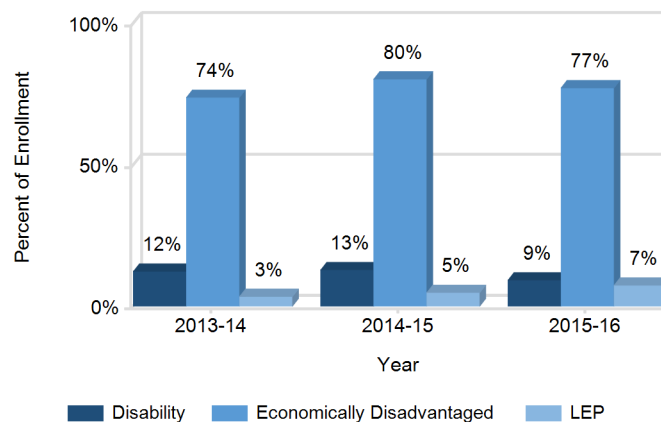
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	70.5%
English	27.1%
Greek, Modern (1453-)	0.4%
Japanese	0.2%
Korean	0.2%
Other	1.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	71%	S	77
Mathematics Met or Exceeded Expectations	46%	S	45

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	473	71%	77	100%	✓	480	46%	45	99%	✓
White	39	77%	83	95%	✓	39	74%	82	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	396	70%	88	100%	✓	403	43%	64	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	46	54%	71	98%	✓	46	26%	35	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	363	69%	95	100%	✓	369	44%	79	100%	✓



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	259	764	764	753	4%	6%	22%	43%	26%	68%	56%
White	19	779	779	760	N	5%	21%	37%	37%	74%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	214	762	762	739	4%	7%	22%	44%	23%	67%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	20	731	731	716	5%	35%	30%	30%	N	30%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	194	763	763	735	3%	6%	23%	44%	24%	68%	37%
PARCC MATH											
Schoolwide	267	745	745	740	5%	19%	33%	39%	5%	44%	39%
White	19	755	755	747	11%	11%	21%	47%	11%	58%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	222	743	743	729	5%	19%	34%	38%	3%	41%	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	202	744	744	727	5%	17%	36%	40%	3%	42%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	204	768	768	753	6%	7%	16%	44%	28%	71%	55%
White	21	795	795	759	N	N	19%	19%	62%	81%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	172	765	765	740	6%	8%	16%	47%	23%	70%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	159	764	764	736	7%	8%	16%	45%	23%	69%	38%
**PARCC MATH											
Schoolwide	141	730	730	726	12%	28%	33%	26%	N	26%	26%
White	S	S	S	732	S	S	S	S	S	S	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	129	729	729	721	13%	26%	36%	26%	N	26%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	15	734	734	704	N	27%	53%	20%	N	20%	9%
Economically Disadvantaged Students	120	729	729	718	13%	28%	35%	25%	N	25%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



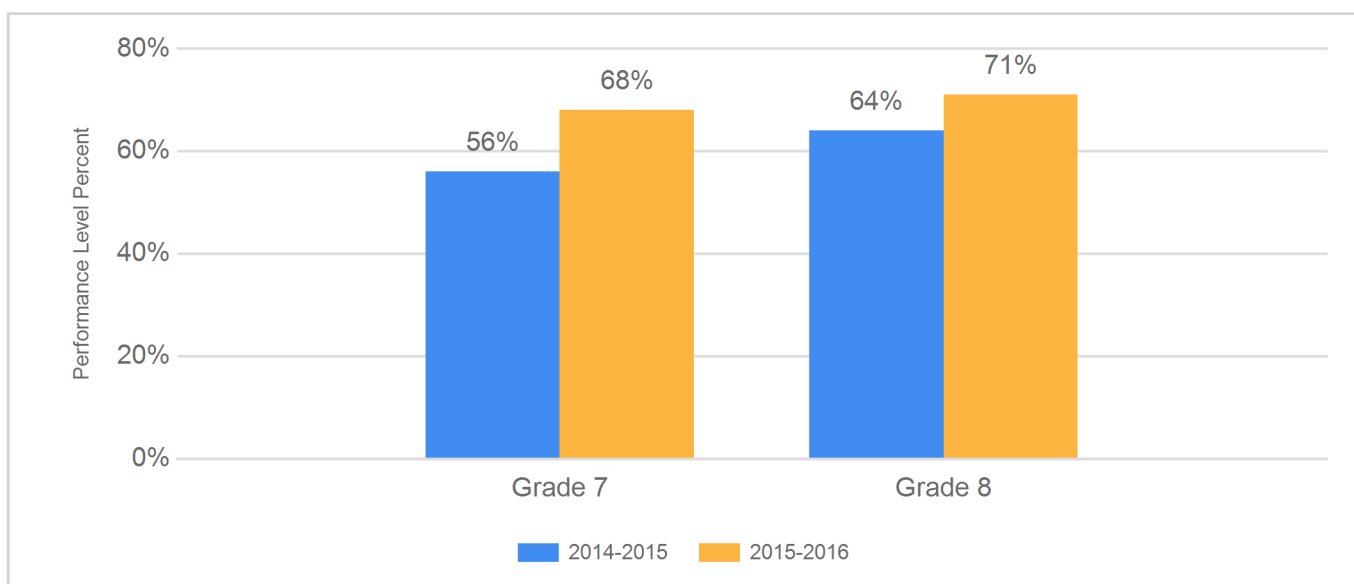
State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065
MORRIS
DOVER TOWN
Dover Middle School
302 EAST MCFARLAN STREET
DOVER, NJ 07801

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	774	774	769	N	1%	13%	75%	11%	86%	41%
White	16	786	786	772	N	N	N	75%	25%	100%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	52	770	770	746	N	2%	17%	75%	6%	81%	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	47	771	771	746	N	2%	13%	81%	4%	85%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



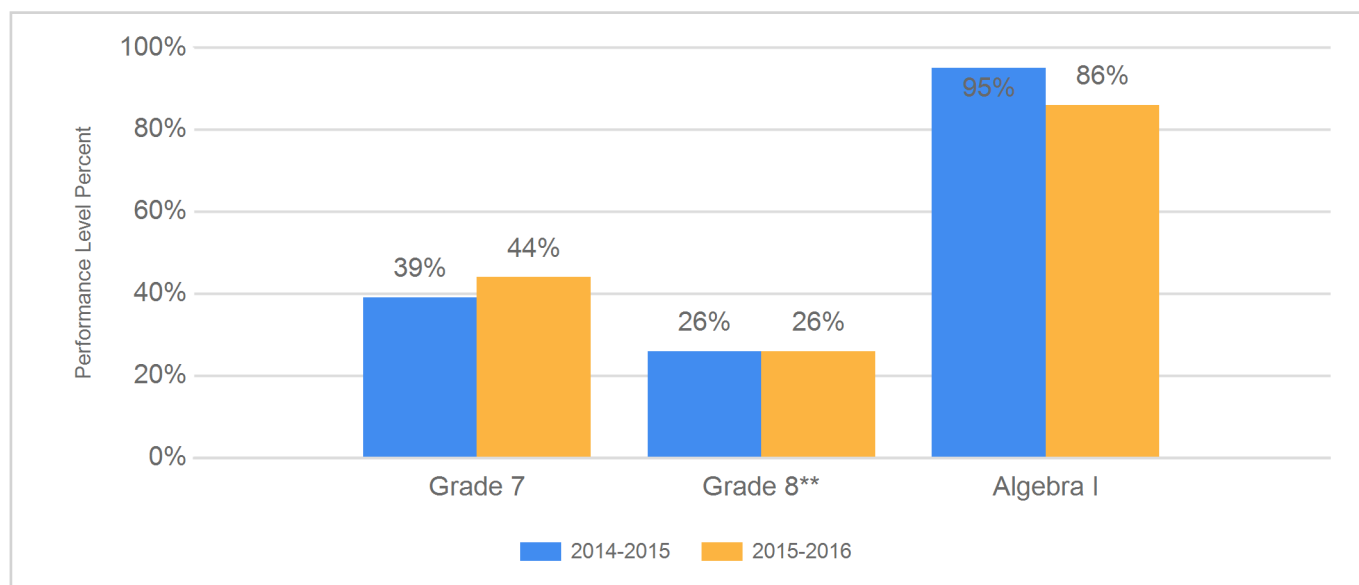
State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065
MORRIS
DOVER TOWN
Dover Middle School
302 EAST MCFARLAN STREET
DOVER, NJ 07801

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 07-08

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MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

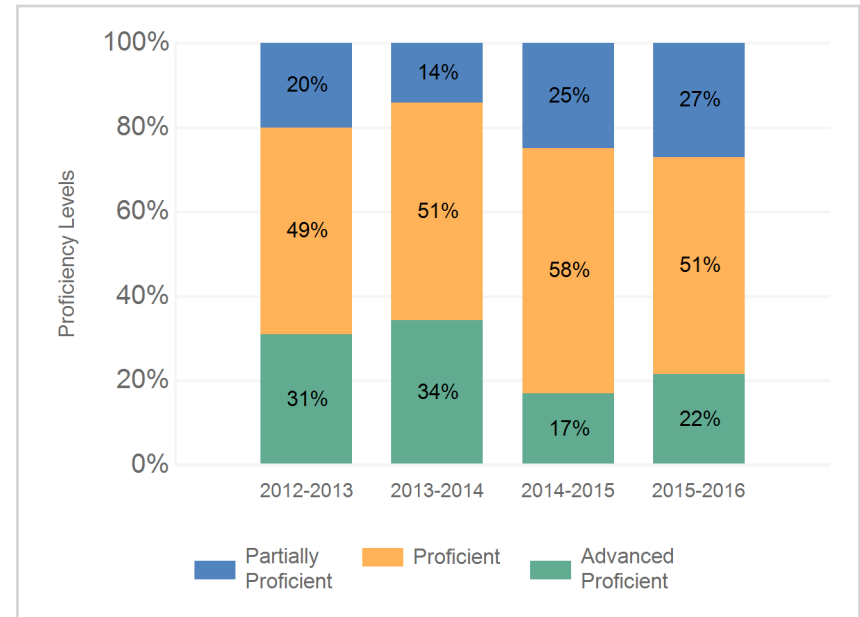
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	22%	51%	27%
White	67%	29%	5%
African American	S	S	S
Hispanic	17%	54%	29%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	8%	33%	58%
English Language Learners	N	33%	67%
Economically Disadvantaged Students	15%	54%	31%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	70	S	50
Student Growth on Math	47	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	5%	5%
Partially Met (L2)	2%	2%	7%
Approached (L3)	3%	5%	21%
Met (L4)	3%	4%	28%
Exceeded (L5)	1%	4%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	0%	0%
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065

MORRIS

DOVER TOWN

Dover Middle School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

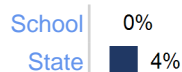
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



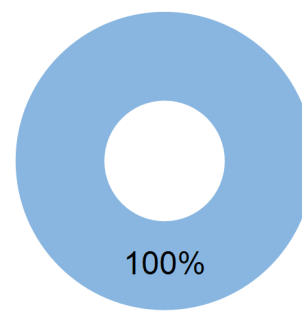
DANCE



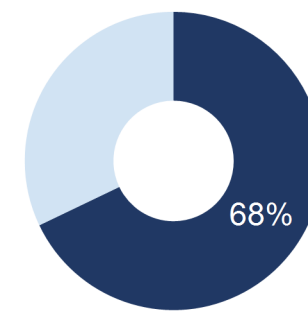
VISUAL ARTS



Any Visual and Performing Arts



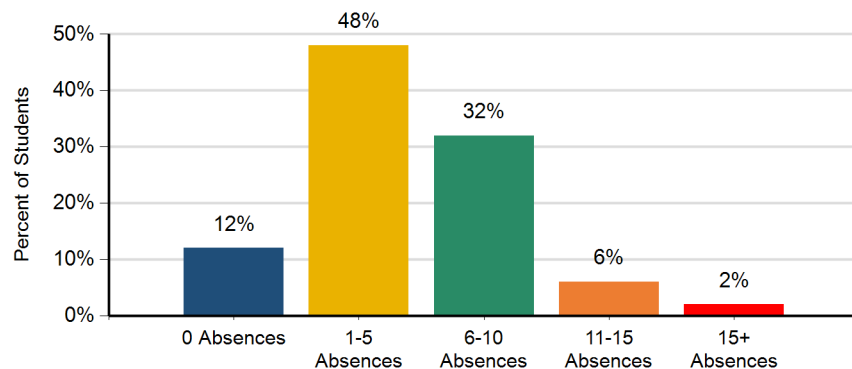
School



State

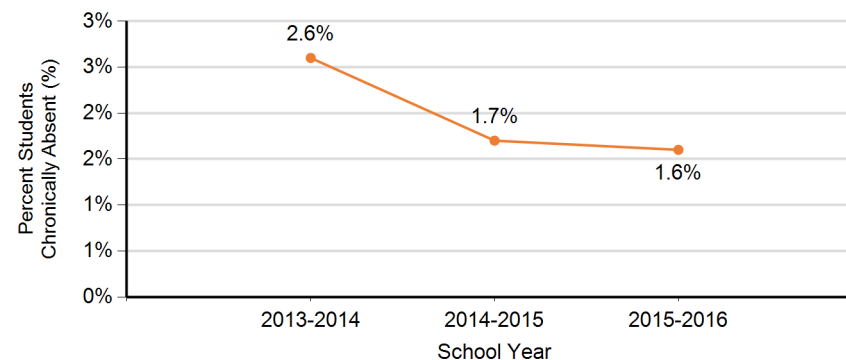
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span 07-08

27-1110-065
MORRIS
DOVER TOWN
Dover Middle School
302 EAST MCFARLAN STREET
DOVER, NJ 07801

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	251:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KF-06

27-1110-060

MORRIS

DOVER TOWN

East Dover Elementary School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-06

27-1110-060

MORRIS

DOVER TOWN

East Dover Elementary School

302 EAST MCFARLAN STREET

DOVER, NJ 07801

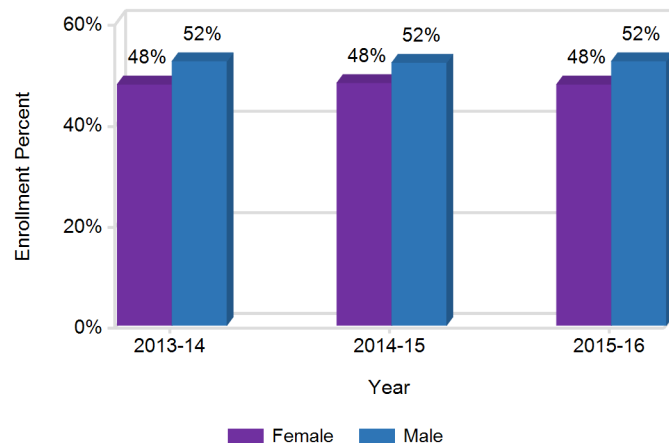
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	54	60	72
Grade 01	80	58	48
Grade 02	65	77	52
Grade 03	62	58	72
Grade 04	45	63	63
Grade 05	80	73	89
Grade 06	74	77	78
UG	12	17	27
Total	472	483	501

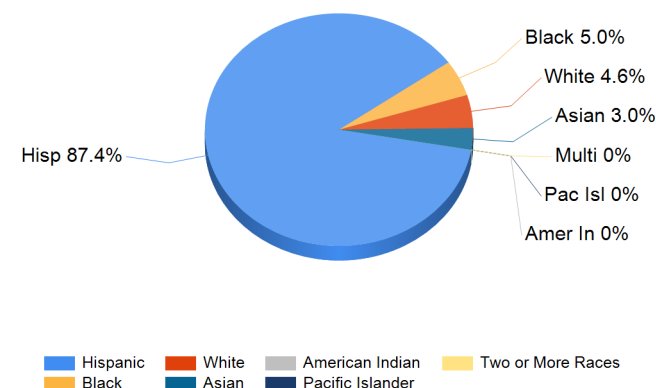
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



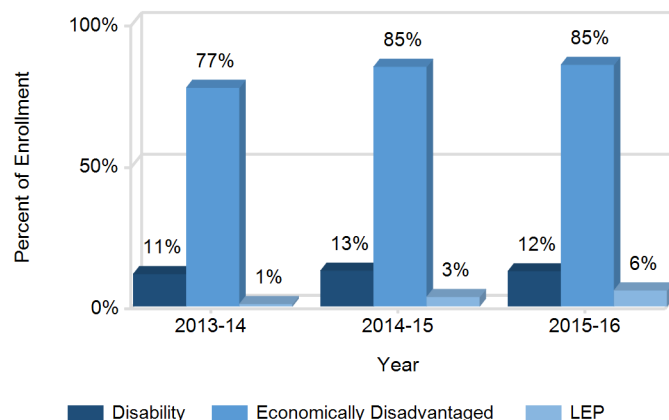
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	80.0%
English	17.4%
Chinese	1.4%
Vietnamese	0.6%
Creoles and pidgins, English based	0.2%
Other	0.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	S	49
Mathematics Met or Exceeded Expectations	55%	S	57

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	315	57%	49	99%	✓	321	55%	57	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	270	57%	73	99%	✓	276	54%	79	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	44	36%	14	100%	✓	44	48%	39	100%	✓
English Learner Students	N	N	N	N		S	S	S	S	
Economically Disadvantaged Students	265	54%	83	99%	✓	271	53%	90	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	733	735	746	16%	15%	37%	32%	1%	33%	48%
White	S	S	758	756	S	S	S	S	S	S	58%
African American	S	S	736	727	S	S	S	S	S	S	30%
Hispanic	66	733	732	730	15%	17%	32%	35%	2%	36%	31%
Asian	S	S	769	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	690	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	66	734	731	727	15%	14%	36%	33%	2%	35%	28%
PARCC MATH											
Schoolwide	80	737	743	749	11%	18%	33%	34%	5%	39%	52%
White	S	S	757	757	S	S	S	S	S	S	63%
African American	S	S	743	730	S	S	S	S	S	S	31%
Hispanic	70	737	741	736	13%	16%	31%	34%	6%	40%	35%
Asian	S	S	776	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	703	727	S	S	S	S	S	S	28%
English Language Learners	S	S	718	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	70	738	741	732	11%	14%	33%	37%	4%	41%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-06

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DOVER TOWN

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	747	748	750	13%	8%	27%	42%	10%	52%	54%
White	S	S	759	759	S	S	S	S	S	S	64%
African American	S	S	727	733	S	S	S	S	S	S	33%
Hispanic	60	747	749	737	13%	8%	27%	42%	10%	52%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	706	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	57	747	748	734	14%	9%	26%	40%	11%	51%	33%
PARCC MATH											
Schoolwide	65	746	746	745	9%	12%	23%	52%	3%	55%	47%
White	S	S	S	752	S	S	S	S	S	S	57%
African American	S	S	725	727	S	S	S	S	S	S	24%
Hispanic	63	745	746	733	10%	13%	24%	51%	3%	54%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	60	745	746	730	10%	13%	23%	50%	3%	53%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	753	747	751	6%	14%	27%	43%	10%	53%	53%
White	S	S	753	758	S	S	S	S	S	S	64%
African American	S	S	737	733	S	S	S	S	S	S	32%
Hispanic	73	753	746	738	6%	15%	25%	44%	11%	55%	37%
Asian	S	S	765	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	74	749	746	735	5%	15%	31%	42%	7%	49%	33%
PARCC MATH											
Schoolwide	90	756	749	747	1%	20%	24%	33%	21%	54%	47%
White	S	S	763	753	S	S	S	S	S	S	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	75	756	747	735	N	20%	25%	36%	19%	55%	31%
Asian	S	S	790	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	722	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	77	752	748	732	N	22%	27%	36%	14%	51%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	774	765	750	1%	8%	13%	47%	31%	78%	52%
White	S	S	771	756	S	S	S	S	S	S	61%
African American	S	S	756	732	S	S	S	S	S	S	31%
Hispanic	61	773	765	738	N	8%	13%	53%	26%	79%	37%
Asian	S	S	790	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	725	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	61	771	764	735	2%	8%	15%	48%	28%	75%	33%
PARCC MATH											
Schoolwide	79	755	752	743	4%	13%	23%	49%	11%	61%	43%
White	S	S	767	750	S	S	S	S	S	S	53%
African American	S	S	743	724	S	S	S	S	S	S	20%
Hispanic	62	752	751	730	3%	15%	24%	48%	10%	58%	26%
Asian	S	S	774	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	729	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	62	752	751	728	5%	15%	24%	47%	10%	57%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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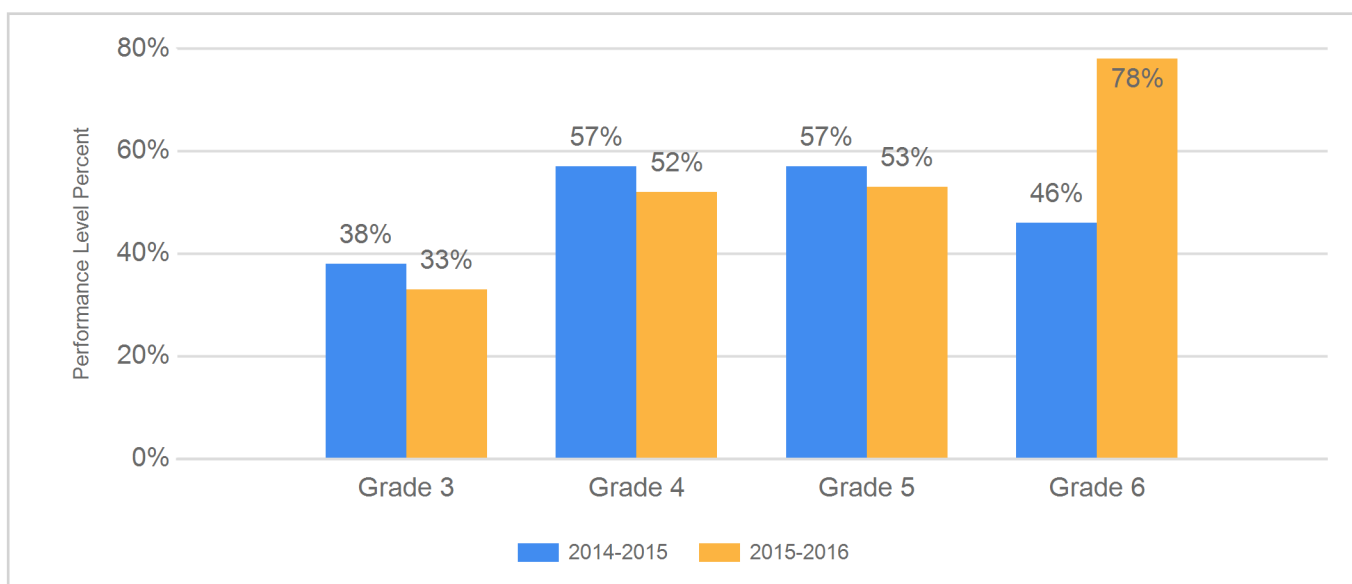
East Dover Elementary School

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DOVER, NJ 07801

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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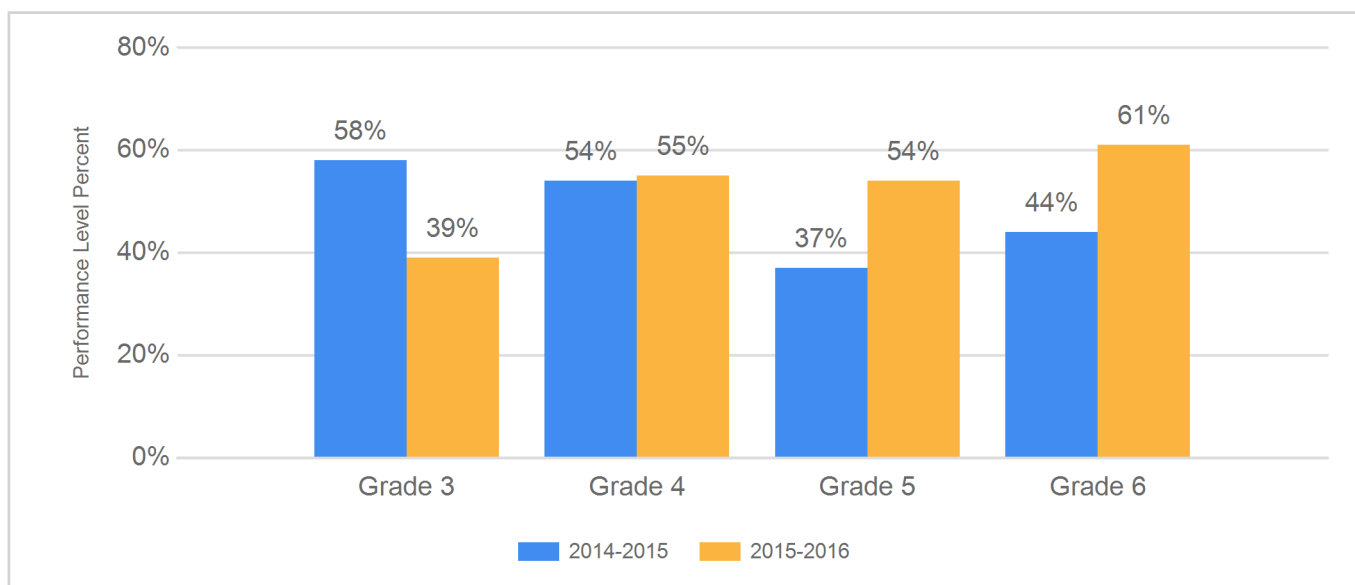
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

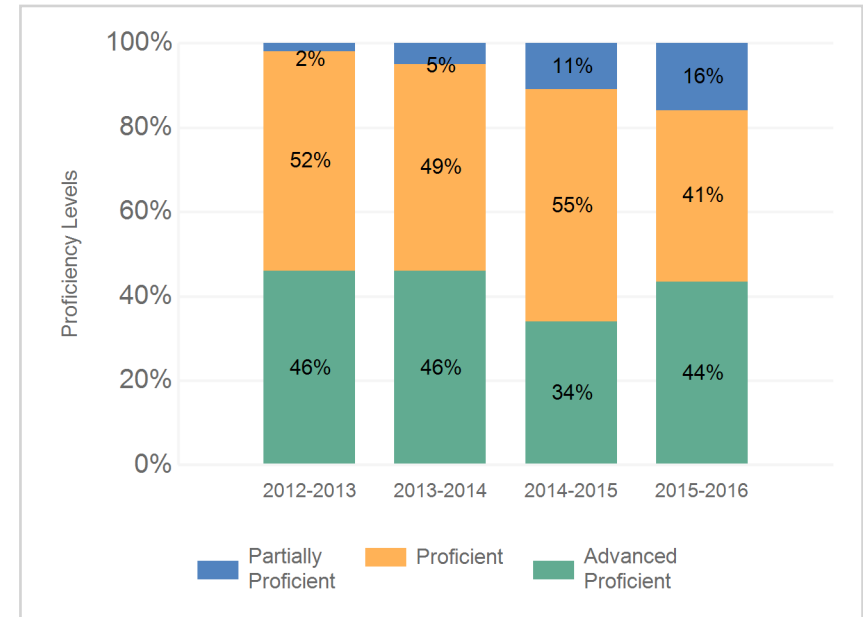
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	41%	16%
White	S	S	S
African American	S	S	S
Hispanic	43%	43%	14%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	42%	42%	16%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	S	50
Student Growth on Math	50	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	3%
Partially Met (L2)	2%	2%	6%
Approached (L3)	9%	10%	15%
Met (L4)	11%	15%	19%
Exceeded (L5)	2%	2%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	2%
Partially Met (L2)	5%	3%	7%
Approached (L3)	13%	8%	12%
Met (L4)	15%	16%	14%
Exceeded (L5)	2%	0%	2%



State of New Jersey
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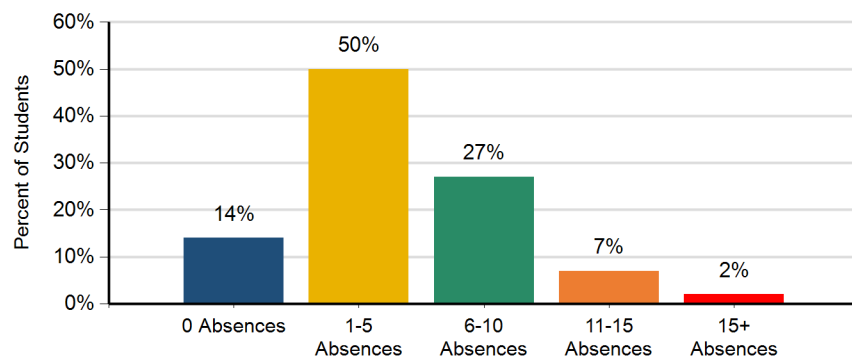
East Dover Elementary School

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DOVER, NJ 07801

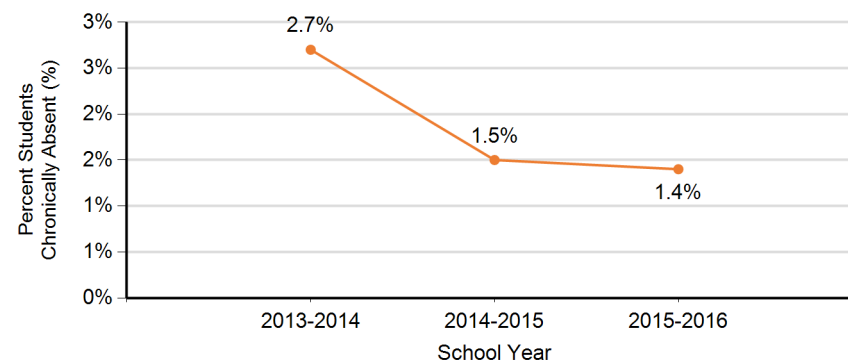
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	18:1
Administrator	501:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

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NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-06

27-1110-070

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North Dover Elementary School

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DOVER, NJ 07801

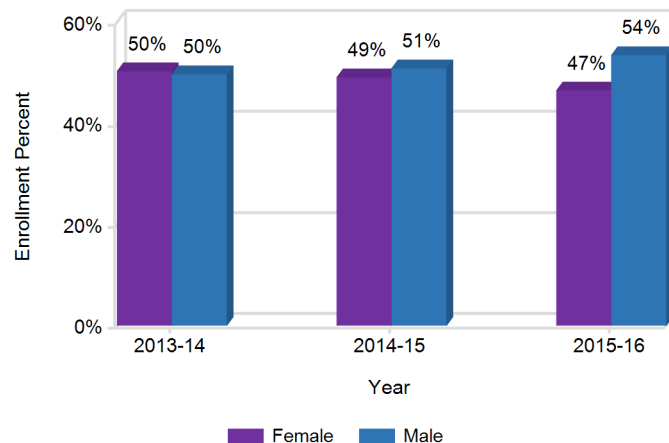
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	87	63	83
Grade KG	105	106	84
Grade 01	101	118	103
Grade 02	111	102	113
Grade 03	98	107	101
Grade 04	90	104	91
Grade 05	73	61	79
Grade 06	54	81	62
UG	23	8	11
Total	742	750	727

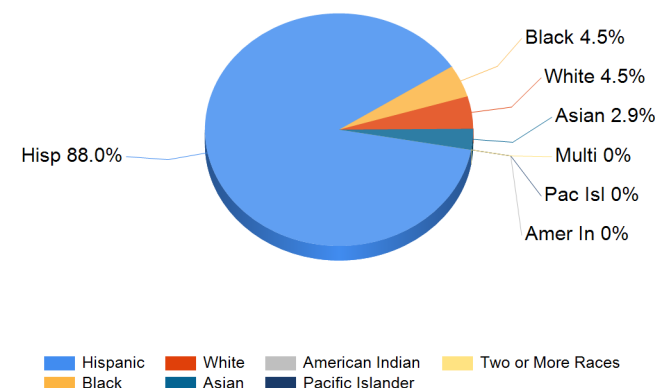
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



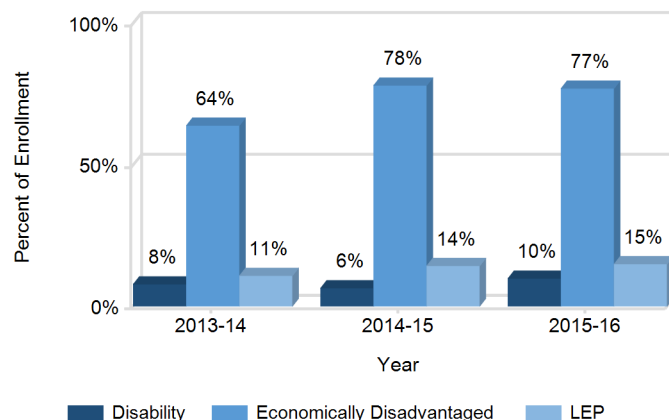
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	75.9%
English	20.6%
Bengali	0.4%
Urdu	0.4%
Chinese	0.3%
Other	2.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	S	40
Mathematics Met or Exceeded Expectations	49%	S	50

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	291	49%	40	99%	✓	300	49%	50	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	246	50%	61	100%	✓	255	48%	71	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	234	47%	73	99%	✓	240	48%	85	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	741	735	746	16%	22%	28%	26%	9%	34%	48%
White	S	S	758	756	S	S	S	S	S	S	58%
African American	S	S	736	727	S	S	S	S	S	S	30%
Hispanic	72	733	732	730	18%	22%	32%	24%	4%	28%	31%
Asian	S	S	769	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	690	718	S	S	S	S	S	S	22%
English Language Learners	S	S	676	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	72	730	731	727	19%	24%	32%	22%	3%	25%	28%
PARCC MATH											
Schoolwide	92	751	743	749	3%	20%	30%	27%	20%	47%	52%
White	S	S	757	757	S	S	S	S	S	S	63%
African American	S	S	743	730	S	S	S	S	S	S	31%
Hispanic	74	746	741	736	4%	22%	34%	28%	12%	41%	35%
Asian	S	S	776	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	703	727	S	S	S	S	S	S	28%
English Language Learners	S	S	718	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	74	745	741	732	4%	22%	34%	30%	11%	41%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	753	748	750	9%	9%	23%	48%	11%	60%	54%
White	S	S	759	759	S	S	S	S	S	S	64%
African American	S	S	727	733	S	S	S	S	S	S	33%
Hispanic	74	755	749	737	7%	7%	24%	50%	12%	62%	37%
Asian	S	S	749	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	706	723	S	S	S	S	S	S	22%
English Language Learners	S	S	694	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	72	753	748	734	10%	6%	24%	49%	13%	61%	33%
PARCC MATH											
Schoolwide	94	749	746	745	10%	15%	27%	39%	10%	49%	47%
White	S	S	758	752	S	S	S	S	S	S	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	79	751	746	733	6%	15%	29%	39%	10%	49%	30%
Asian	S	S	754	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	S	S	709	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	77	749	746	730	9%	14%	30%	36%	10%	47%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	740	747	751	9%	12%	40%	39%	N	39%	53%
White	S	S	S	758	S	S	S	S	S	S	64%
African American	S	S	737	733	S	S	S	S	S	S	32%
Hispanic	60	740	746	738	10%	12%	38%	40%	N	40%	37%
Asian	S	S	765	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	S	S	688	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	740	746	735	8%	11%	42%	40%	N	40%	33%
PARCC MATH											
Schoolwide	70	739	749	747	13%	19%	31%	30%	7%	37%	47%
White	S	S	763	753	S	S	S	S	S	S	57%
African American	S	S	731	728	S	S	S	S	S	S	24%
Hispanic	63	737	747	735	14%	19%	30%	30%	6%	37%	31%
Asian	S	S	S	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	722	725	S	S	S	S	S	S	19%
English Language Learners	S	S	700	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	54	741	748	732	9%	20%	33%	28%	9%	37%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	756	765	750	2%	10%	21%	62%	6%	67%	52%
White	S	S	771	756	S	S	S	S	S	S	61%
African American	S	S	756	732	S	S	S	S	S	S	31%
Hispanic	47	759	765	738	2%	4%	21%	66%	6%	72%	37%
Asian	S	S	790	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	725	719	S	S	S	S	S	S	15%
English Language Learners	S	S	703	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	45	756	764	735	2%	7%	24%	60%	7%	67%	33%
PARCC MATH											
Schoolwide	57	752	752	743	5%	12%	21%	49%	12%	61%	43%
White	S	S	767	750	S	S	S	S	S	S	53%
African American	S	S	743	724	S	S	S	S	S	S	20%
Hispanic	52	754	751	730	6%	10%	23%	48%	14%	62%	26%
Asian	S	S	774	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	729	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	49	752	751	728	6%	10%	22%	51%	10%	61%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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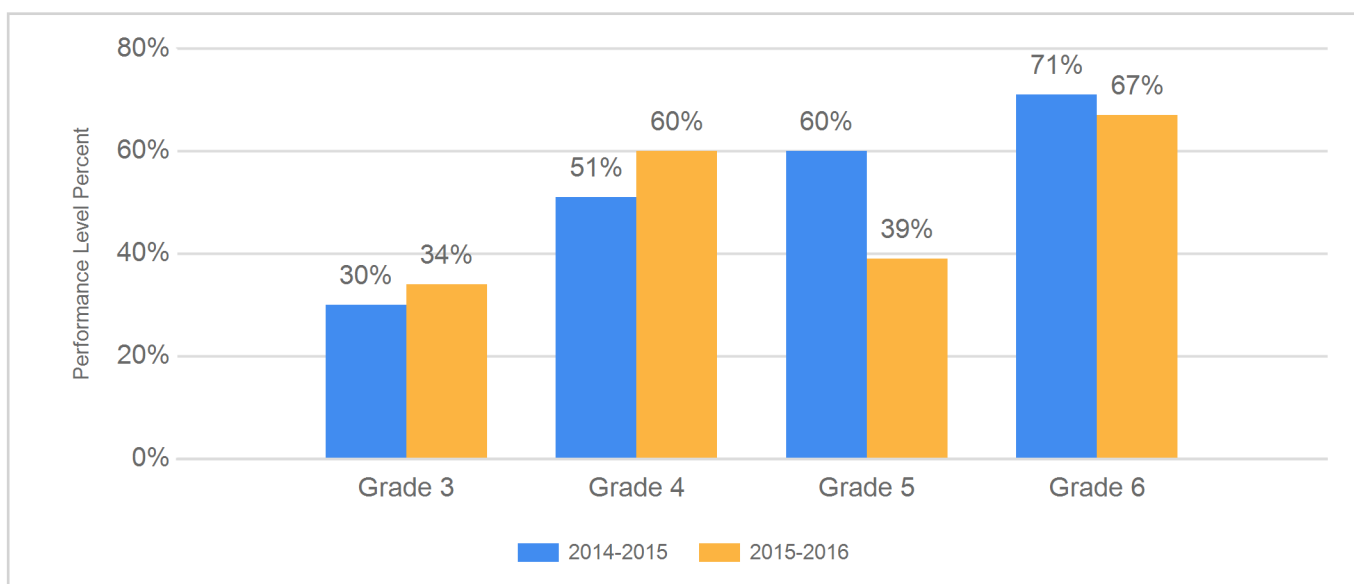
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





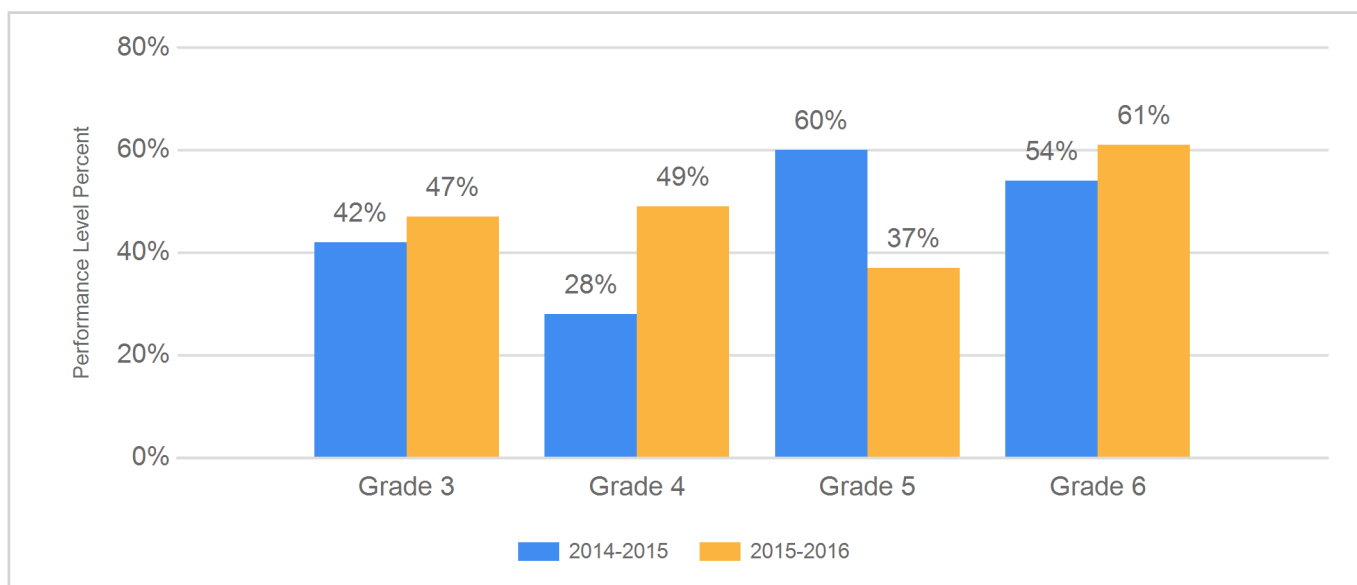
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

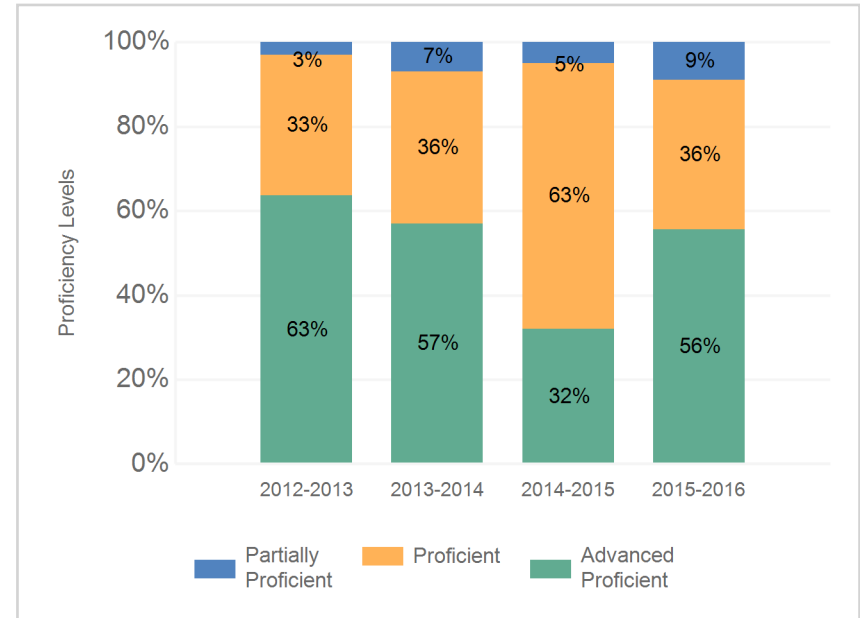
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	56%	36%	9%
White	S	S	S
African American	S	S	S
Hispanic	54%	36%	10%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	56%	35%	10%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	S	50
Student Growth on Math	69	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	4%	4%
Partially Met (L2)	3%	5%	13%
Approached (L3)	11%	8%	16%
Met (L4)	10%	10%	15%
Exceeded (L5)	1%	2%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	1%
Partially Met (L2)	5%	6%	11%
Approached (L3)	9%	10%	22%
Met (L4)	3%	6%	23%
Exceeded (L5)	1%	1%	1%



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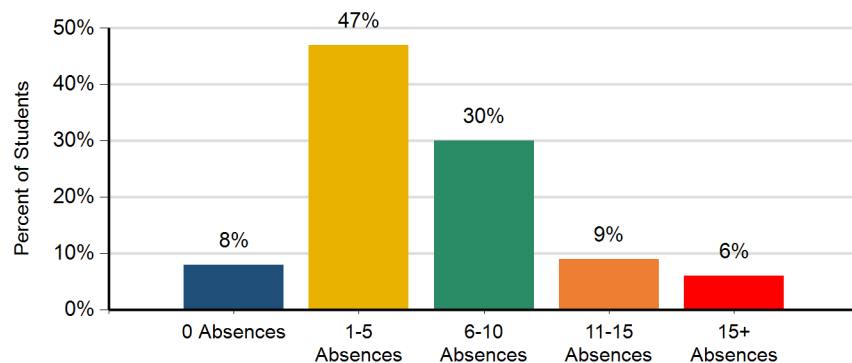
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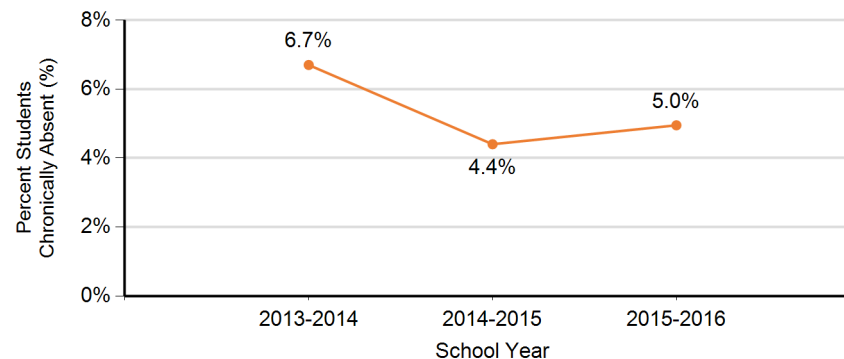
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	16:1
Administrator	364:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%