



The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
 HANOVER TWP
 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	62	36	50
1	59	58	43
2	40	52	55
3	53	42	51
4	55	53	43
5	68	56	55
Ungraded	24	33	34
Total	361	330	331

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	49%
Male	53%	53%	51%
Economically Disadvantaged Students	4%	2%	2%
Students with Disabilities	20%	22%	25%
English Learners	8%	6%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	69.5%
Asian	17.2%
Hispanic	10.3%
Black or African American	2.1%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	57	36	50

Enrollment by Home Language

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

Home Language	% of Students
English	90.0%
Spanish	7.3%
Chinese	1.2%
Other	1.5%



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	152	99.3	63.20	70.30	54.90	63.2	62.7	Met Target
White	106	99.1	62.20	69.90	63.90	62.2	60.4	Met Target
Hispanic	13	100.0	15.40	51.60	39.80	15.4	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	89.60	88.20	80.70	89.6	77.5	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	71.50	54.90	N	**	**
Female	68	98.6	76.50	79.20	62.20	76.5		
Male	84	100.0	52.30	62.00	48.10	52.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	27	96.4	40.70	34.40	20.50	40.7	28.6	Met Target
Students without Disabilities	125	100.0	68.00	77.20	61.90	68		
English Learners	14	100.0	42.90	50.00	25.20	42.9	**	**
Non-English Learners	138	99.3	65.20	71.30	57.40	65.2		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Bee Meadow School
2016-2017

Grade Span KG-05

27-2000-025
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120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	760	761	749	*	*	23%	51%	*	62%	50%
White	38	758	760	759	*	*	*	55%	*	63%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	23	777	771	754	*	*	*	61%	*	83%	55%
Male	30	747	753	745	*	*	*	43%	*	47%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	53	760	761	762	*	*	23%	51%	*	62%	63%
Students with Disabilities	11	744	738	720	*	*	*	*	*	55%	24%
Students without Disabilities	42	764	769	755	*	*	*	*	*	64%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
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HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	755	766	753	*	*	33%	45%	*	55%	56%
White	29	753	766	762	*	*	38%	45%	*	52%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	18	762	777	758	*	*	*	*	*	67%	61%
Male	24	749	755	749	*	*	*	*	*	46%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	42	755	*	755	*	*	33%	45%	*	55%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Bee Meadow School
2016-2017

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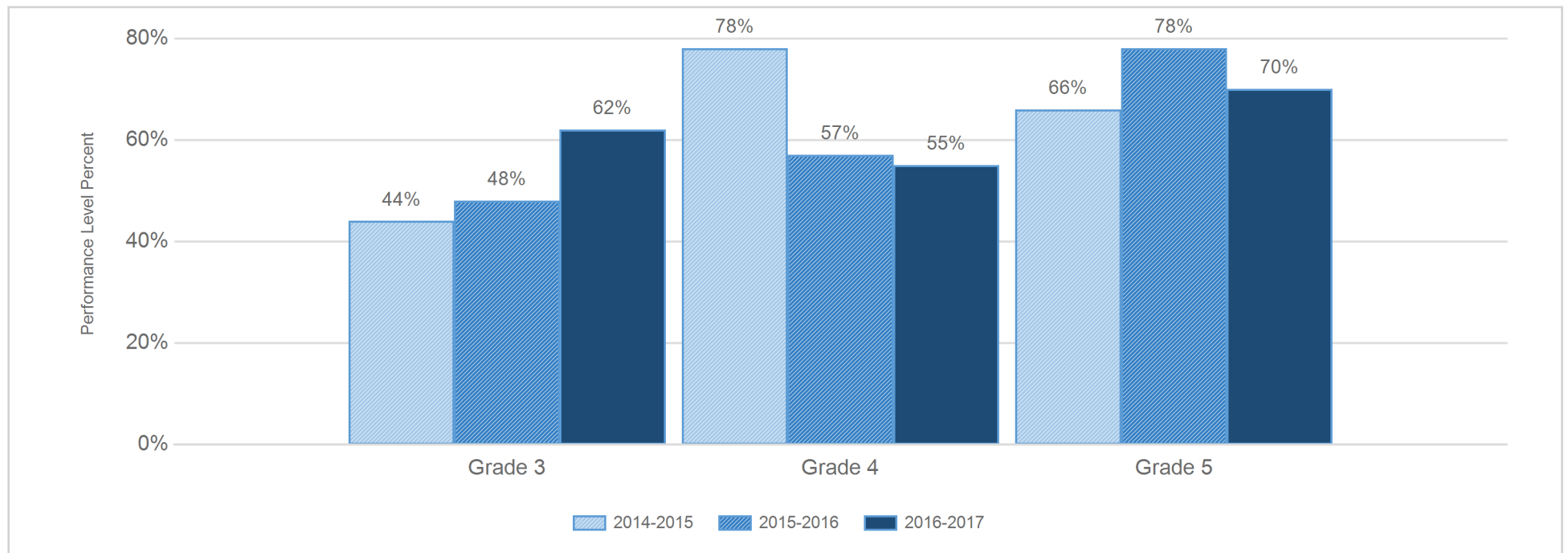
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	767	763	756	*	*	22%	54%	*	70%	59%
White	36	765	760	763	*	*	*	56%	*	69%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	785	*	779	0%	0%	*	*	*	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	26	776	771	761	*	*	*	54%	*	81%	66%
Male	28	760	757	750	*	*	*	54%	*	61%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	54	767	*	765	*	*	22%	54%	*	70%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	54	767	763	757	*	*	22%	54%	*	70%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Bee Meadow School
2016-2017

Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	152	99.4	55.20	55.20	43.50	55.2	51.8	Met Target
White	106	99.1	51.90	53.20	52.40	51.9	44.9	Met Target
Hispanic	13	100.0	23.10	32.30	27.60	23.1	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	86.20	83.40	75.60	86.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	57.20	44.90	N	**	**
Female	68	98.6	63.30	56.70	44.10	63.3		
Male	84	100.0	48.80	53.80	42.90	48.8		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	27	96.4	33.30	29.20	16.50	33.3	32.1	Met Target
Students without Disabilities	125	100.0	60.00	60.10	48.80	60		
English Learners	14	100.0	57.10	54.50	23.30	57.1	**	**
Non-English Learners	138	99.3	55.10	55.20	45.20	55.1		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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Bee Meadow School
2016-2017

Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	759	763	751	*	*	26%	42%	19%	60%	53%
White	38	756	761	759	*	*	29%	42%	*	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	23	760	765	751	*	*	*	44%	*	65%	52%
Male	30	759	761	751	*	*	*	40%	*	57%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	53	759	763	761	*	*	26%	42%	19%	60%	65%
Students with Disabilities	11	744	751	729	*	*	*	*	*	36%	29%
Students without Disabilities	42	763	767	755	*	*	*	*	*	67%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Bee Meadow School
2016-2017

Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	753	762	747	*	*	28%	33%	*	49%	47%
White	29	750	759	755	0%	*	35%	35%	*	45%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	19	755	767	747	*	*	*	*	*	58%	47%
Male	24	751	757	747	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Bee Meadow School
2016-2017
Grade Span KG-05

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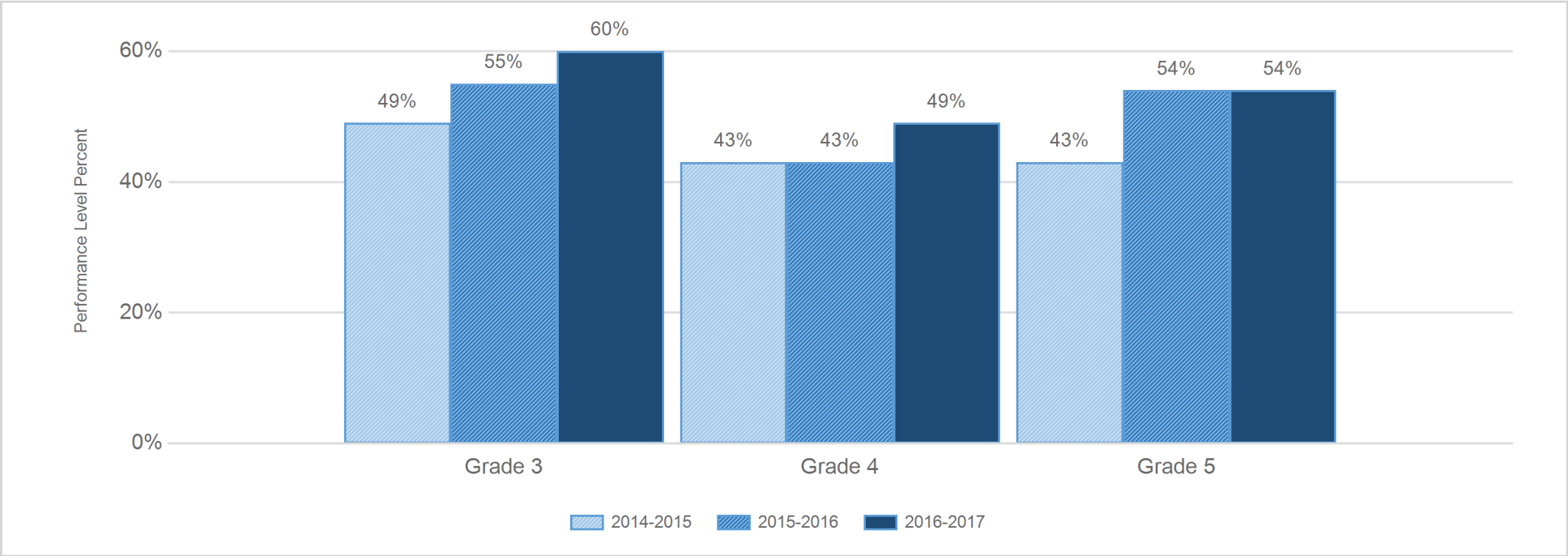
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	758	755	747	*	*	35%	33%	20%	54%	46%
White	36	755	752	754	0%	*	39%	36%	*	50%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	11	787	*	774	0%	0%	*	*	*	91%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	26	758	755	747	0%	*	*	*	*	65%	47%
Male	28	758	755	746	0%	*	*	*	*	43%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	54	758	*	756	*	*	35%	33%	20%	54%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	54	758	755	748	*	*	35%	33%	20%	54%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Bee Meadow School
2016-2017

Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
 HANOVER TWP
 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

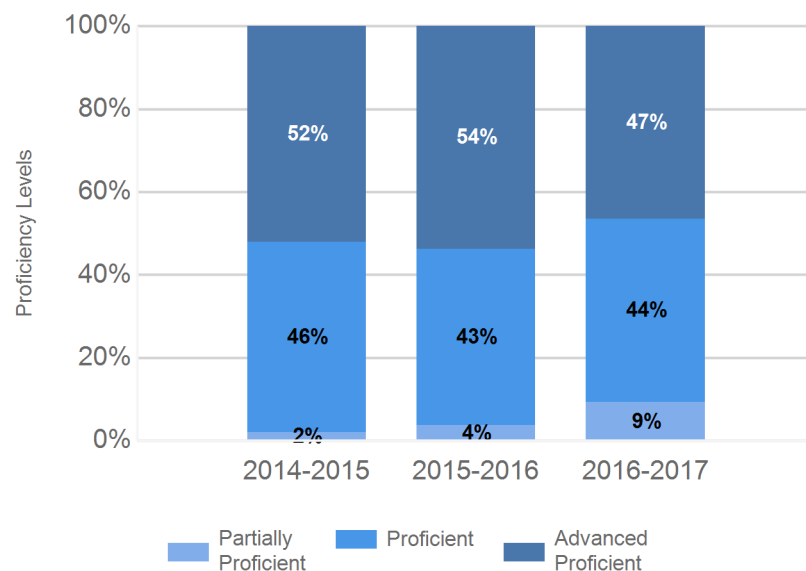
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	44%	9%
White	41%	55%	3%
Hispanic	*	*	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	N	N
Students with Disabilities	*	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
 HANOVER TWP
 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	53	50	Met Target	63	51	50	Exceeds Target
White	52.5	53	50	Met Target	65	50	52	Exceeds Target
Hispanic	*	49.5	49	**	*	25.5	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	62	*	60	**	69	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	51	47	**	*	*	46	**
Students with Disabilities	47	56	41	**	59	42	43	**
English Learners	*	69.5	53	**	*	66	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



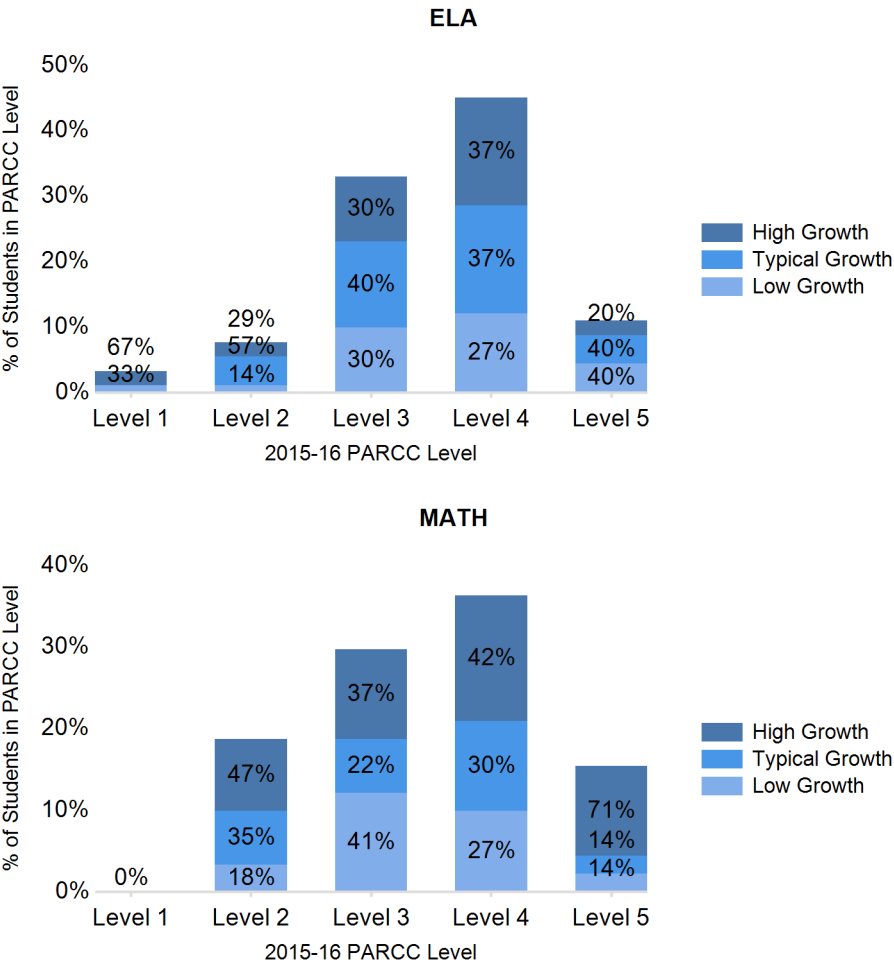
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65

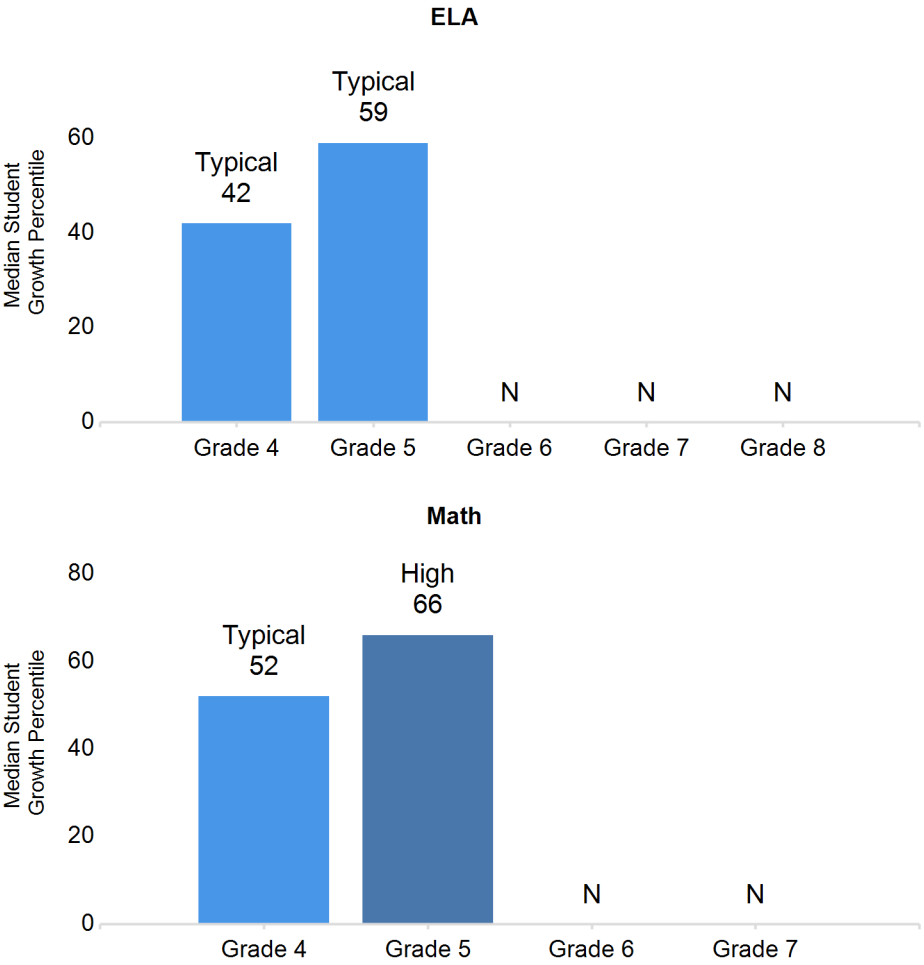
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
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 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

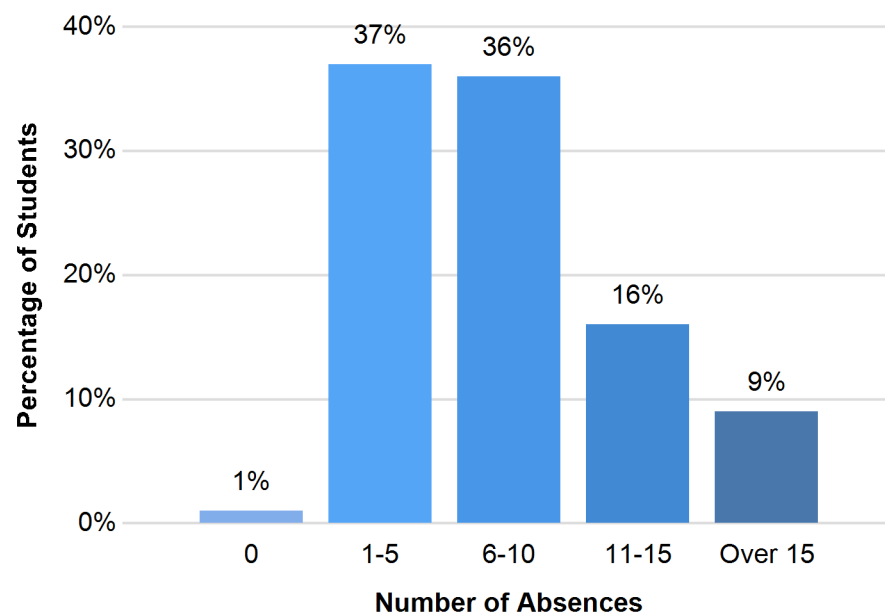
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.40	Met Target
White	1.90	8.40	Met Target
Hispanic	12.50	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	1.70	8.40	Met Target
English Learners	12.50	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

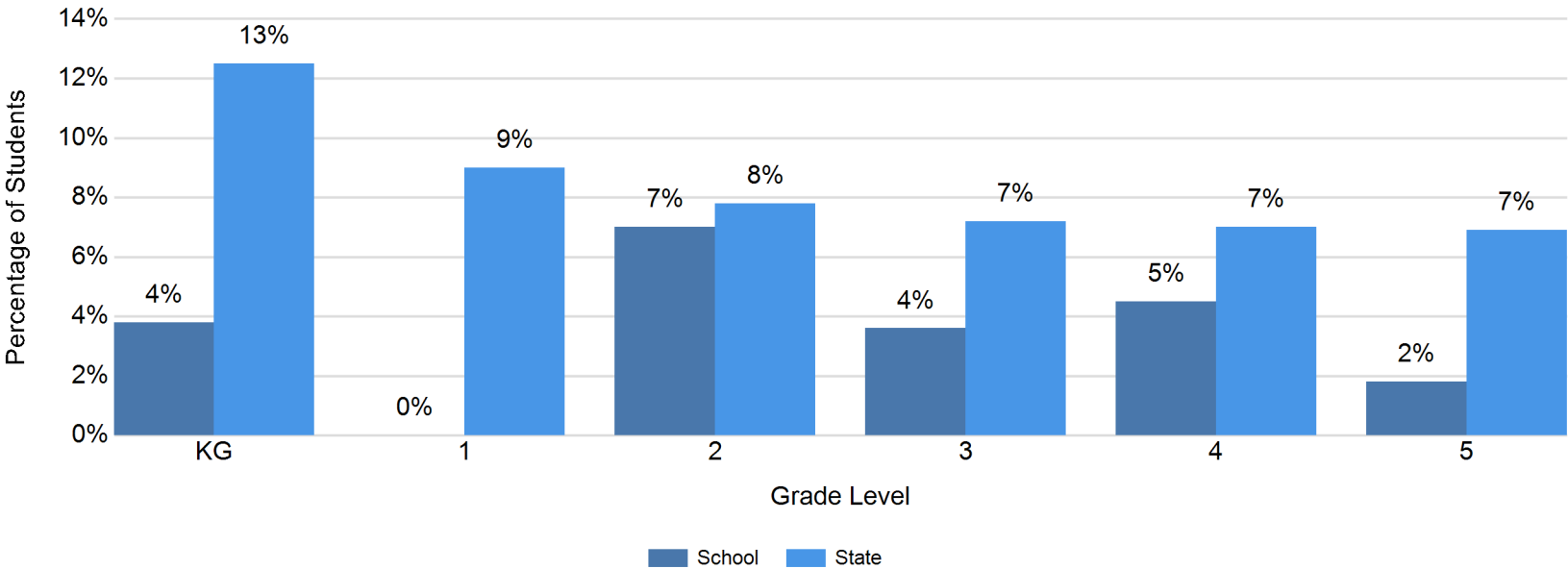
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
 HANOVER TWP
 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.30

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	348.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$242	\$15,777	\$16,019



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
 HANOVER TWP
 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	166:1	159:1
Librarian/Media Specialists		359:1
Nurses		359:1
Counselors		239:1
Child Study Team		239:1



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
 MORRIS
 HANOVER TWP
 120 REYNOLDS AVENUE
 WHIPPANY, NJ 07981-1252

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	70%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	65.3	17.5%
Mathematics Proficiency	62.6	17.5%
English Language Arts Growth	58.3	25.0%
Mathematics Growth	87.0	25.0%
Chronic Absenteeism	75.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		70.0
Summative Rating: Percentile rank of Summative Score		79.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Bee Meadow School
2016-2017

Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	70.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	63.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	**	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

School General Info

Principal:	Mr. Stark	Email Address:	darrin.stark@hanoverwpschools.org
Address:	120 REYNOLDS AVENUE WHIPPANY, NJ 07981-1252	Website:	https://nj02202604.schoolwires.net/Domain/784
Phone:	(973)515-2419		

School Narrative

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



Highlights:

- Coding and humanoid robots are part of our K-5 technology instruction.
- After school enrichment classes are offered to all grade levels.
- Curriculum includes digital learning resources to enhance instruction.




Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252




School Narrative

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 <div>Clubs and Activities:</div>	Free after school classes are offered throughout the year in every grade level. Classes are led by our certified teachers and focus on a variety of differing topics in STEAM areas. Students in grades 3-5 participate in the Perennial Math competition. Through our Gifted and Talented program, students participate in local learning competitions with other districts.
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School Narrative

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

 <div> <div>Staff and Professional Learning:</div> </div>	<p>In-house professional development is provided for our teachers through the Hanover Township Educator Academy. Grade level and subject area meeting occur monthly to increase collaboration across the district and analyze student data to help improve instruction. Teachers select outside professional development that aligns to their Professional Development Plan. District professional development days throughout the year target specific learning for groups and align to our district goals.</p>
 <div> <div>Student Supports and Services:</div> </div>	<p>ELL services are provided daily to acquire English language proficiency. Students with disabilities have individual goals addressed through their IEPs. Struggling general education student's needs are addressed through our Basic Skills program. The Intervention and Referral Services team offer identify and offer support for students having difficulty with academics as well as social, emotional, and behavioral development. Daily guidance counselor support is available for all of our students.</p>
 <div> <div>Parent and Community Involvement:</div> </div>	<p>Active PTA provides school and family events to enhance school programs including cultural arts, presentations, family involvement events and regular meetings and communication. Partnerships with local businesses to support student learning and curriculum initiatives. Service projects that support the larger community. Parents are invited to grade level performances, school concerts and special instructional fairs.</p>




Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

School Narrative

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

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>All stakeholders are surveyed annually and the results are reviewed and analyzed by School Safety Teams, administration, and other staff.</p>
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Bee Meadow School
2016-2017
Grade Span KG-05

27-2000-025
MORRIS
HANOVER TWP
120 REYNOLDS AVENUE
WHIPPANY, NJ 07981-1252

School Narrative

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



Other Information:

The Bee Meadow School motto, “Where Everybody Counts” has long been an indicator of the most significant feature of our school. A “family” atmosphere prevails in our building and it makes it the type of place where both students and staff want to be. Our enthusiastic staff is dedicated to the success of each individual. Through their constant efforts, students progress and are continually challenged to build upon their current knowledge and to utilize their learning appropriately in real life situations. Emphasis is consistently placed on focusing instruction to meet the Common Core State Standards requirements. Character Education is an important part of the school curriculum and provides students time to focus on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). Guided lessons and small group discussions assist our students in developing their social skills and the tools necessary to become better citizens. Technology plays an essential role in our school as students are exposed to a variety of computer applications in support of curriculum goals. An impressive number of parents can be observed in our school on any given day volunteering in our cafetorium with our PTA Lunch, organizing our annual Book Fairs and running the Super Saturday event. Our school-community partnership plays a critical role in fostering strong educational opportunities, a safe, caring environment, and avenues for open communication. Our active Student Council develops responsibility in its members and encourages generosity in the student body and community in its support of multiple ventures. At Bee Meadow, we espouse a tradition of giving and sharing, learning and caring. Our students are learning tolerance, respect, and appreciation for each other’s heritage and abilities. As a community of learners, we are preparing our children to meet the challenges and to make a difference in the 21st century!




Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
 MORRIS
 HANOVER TWP
 61 HIGHLAND AVENUE
 WHIPPANY, NJ 07981

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	148	178	169
7	174	149	176
8	176	176	151
Ungraded	4	4	4
Total	502	507	500

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	2%	1%	1%
Students with Disabilities	11%	12%	12%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	74.8%
Asian	13.8%
Hispanic	7.4%
Black or African American	2.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.2%

Enrollment by Home Language

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

Home Language	% of Students
English	92.8%
Spanish	2.8%
Chinese	1.8%
Other	2.6%



Memorial Junior School

2016-2017

Grade Span 06-08

27-2000-040

MORRIS

HANOVER TWP

61 HIGHLAND AVENUE

WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	496	98.6	72.80	70.30	54.90	72.8	64.4	Met Target
White	371	98.7	71.40	69.90	63.90	71.4	62.8	Met Target
Hispanic	37	97.4	67.60	51.60	39.80	67.6	50	Met Target
Black or African American	15	100.0	40.00	33.30	35.20	40	**	**
Asian, Native Hawaiian, or Pacific Islander	67	98.5	89.60	88.20	80.70	89.6	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	246	98.8	80.50	79.20	62.20	80.5		
Male	250	98.4	65.20	62.00	48.10	65.2		
Economically Disadvantaged Students	11	100.0	36.40	40.90	36.20	36.4	**	**
Non-Economically Disadvantaged Students	485	98.6	73.60	71.00	65.80	73.6		
Students with Disabilities	58	95.1	24.10	34.40	20.50	24.1	23.1	Met Target
Students without Disabilities	438	99.1	79.20	77.20	61.90	79.2		
English Learners	18	100.0	50.00	50.00	25.20	50	**	**
Non-English Learners	478	98.6	73.70	71.30	57.40	73.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Memorial Junior School
2016-2017

Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	765	765	752	*	*	19%	57%	16%	73%	54%
White	121	761	761	758	*	*	22%	62%	8%	70%	63%
Hispanic	13	760	760	740	0%	*	*	*	*	69%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	789	789	776	0%	*	*	*	56%	92%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	83	765	765	758	*	*	19%	61%	13%	75%	61%
Male	84	764	764	746	*	*	18%	52%	19%	71%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	17	721	721	722	*	*	*	*	*	*	17%
Students without Disabilities	150	770	770	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	764	764	756	*	*	17%	49%	22%	71%	59%
White	143	762	762	764	*	*	19%	53%	18%	71%	69%
Hispanic	12	762	762	742	0%	*	*	*	*	83%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	16	790	790	784	*	0%	*	*	69%	81%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	92	771	771	764	*	*	16%	55%	24%	79%	68%
Male	87	757	757	749	*	*	18%	43%	20%	62%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	17	735	735	719	*	*	*	*	*	41%	19%
Students without Disabilities	162	767	767	763	*	*	*	*	*	74%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Memorial Junior School
2016-2017

Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	773	773	757	*	*	14%	46%	31%	77%	59%
White	104	769	769	764	*	*	14%	50%	26%	76%	68%
Hispanic	12	758	758	742	*	0%	*	*	*	50%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	799	799	786	0%	*	*	*	62%	92%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	70	784	784	766	*	*	*	51%	39%	90%	68%
Male	76	763	763	749	*	*	*	41%	24%	65%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	20	738	738	718	*	*	*	*	0%	30%	18%
Students without Disabilities	126	779	779	764	*	*	*	*	36%	84%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%

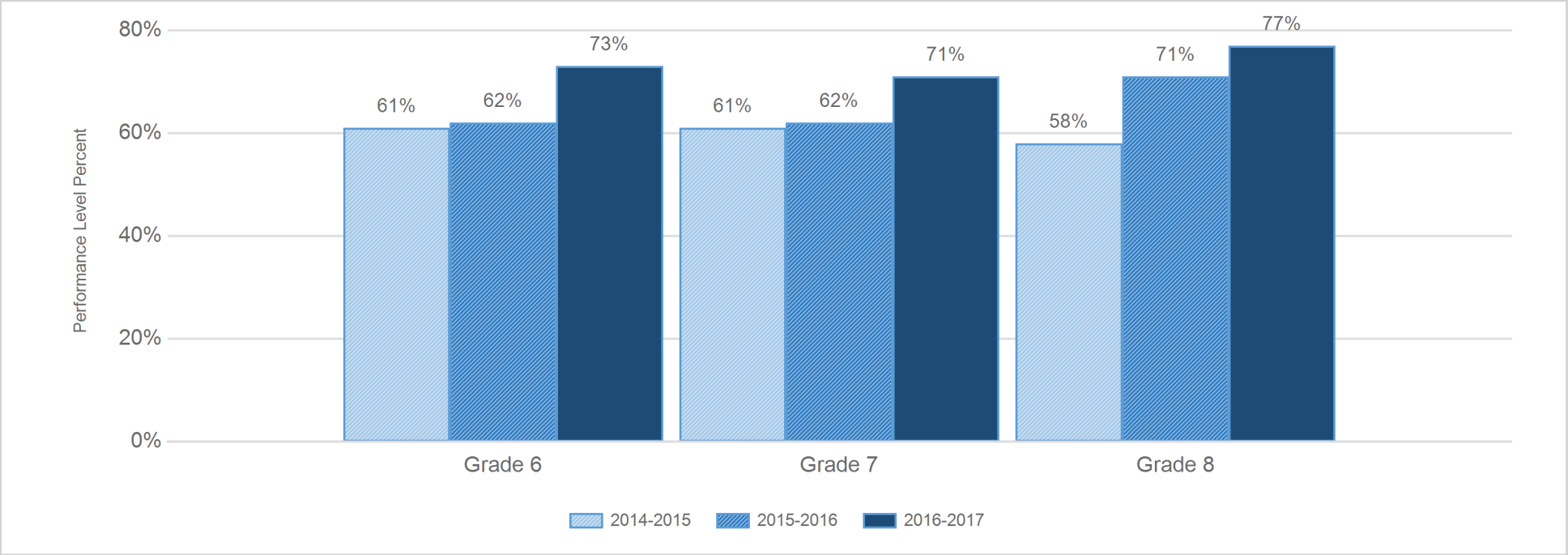


Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Memorial Junior School

2016-2017

Grade Span 06-08

27-2000-040

MORRIS

HANOVER TWP

61 HIGHLAND AVENUE

WHIPPANY, NJ 07981

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	496	98.6	50.40	55.20	43.50	50.4	49.5	Met Target
White	371	98.7	48.00	53.20	52.40	48	45.9	Met Target
Hispanic	37	97.4	29.70	32.30	27.60	29.7	34.7	Met Target†
Black or African American	15	100.0	*	13.40	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	67	98.6	83.60	83.40	75.60	83.6	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	245	98.4	47.30	56.70	44.10	47.3		
Male	251	98.8	53.40	53.80	42.90	53.4		
Economically Disadvantaged Students	11	100.0	36.40	45.50	25.10	36.4	**	**
Non-Economically Disadvantaged Students	485	98.6	50.70	55.40	54.30	50.7		
Students with Disabilities	58	95.1	10.30	29.20	16.50	10.3	17.2	Not Met
Students without Disabilities	438	99.1	55.70	60.10	48.80	55.7		
English Learners	18	100.0	38.90	54.50	23.30	38.9	N	N
Non-English Learners	478	98.6	50.80	55.20	45.20	50.8		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	753	753	743	*	*	32%	38%	15%	53%	44%
White	121	749	749	751	*	13%	34%	41%	*	50%	54%
Hispanic	14	738	738	731	*	*	*	*	0%	36%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	25	785	785	771	*	0%	*	*	52%	84%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	83	749	749	745	*	*	39%	37%	*	47%	45%
Male	85	758	758	742	*	*	26%	39%	*	59%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	17	714	714	717	*	*	*	*	*	*	13%
Students without Disabilities	151	758	758	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Memorial Junior School

2016-2017

Grade Span 06-08

27-2000-040

MORRIS

HANOVER TWP

61 HIGHLAND AVENUE

WHIPPANY, NJ 07981

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	744	744	741	*	17%	39%	34%	*	39%	40%
White	143	743	743	748	*	16%	43%	36%	*	37%	49%
Hispanic	12	736	736	730	0%	*	*	*	0%	17%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	16	768	768	764	*	*	0%	*	*	75%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	92	743	743	743	*	19%	45%	29%	*	34%	41%
Male	87	745	745	740	*	15%	33%	38%	*	45%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	17	720	720	716	*	*	*	*	*	18%	11%
Students without Disabilities	162	747	747	746	*	*	*	*	*	41%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	746	746	728	9%	14%	26%	51%	0%	51%	28%
White	84	746	746	736	*	13%	26%	52%	*	52%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	12	769	769	747	0%	*	*	83%	0%	83%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	58	752	752	730	*	*	26%	60%	0%	60%	30%
Male	53	740	740	725	*	*	26%	42%	0%	42%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	20	714	714	705	*	*	*	*	*	10%	*
Students without Disabilities	91	754	754	734	*	*	*	*	*	60%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Memorial Junior School
2016-2017**

Grade Span 06-08

**27-2000-040
MORRIS
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WHIPPANY, NJ 07981**

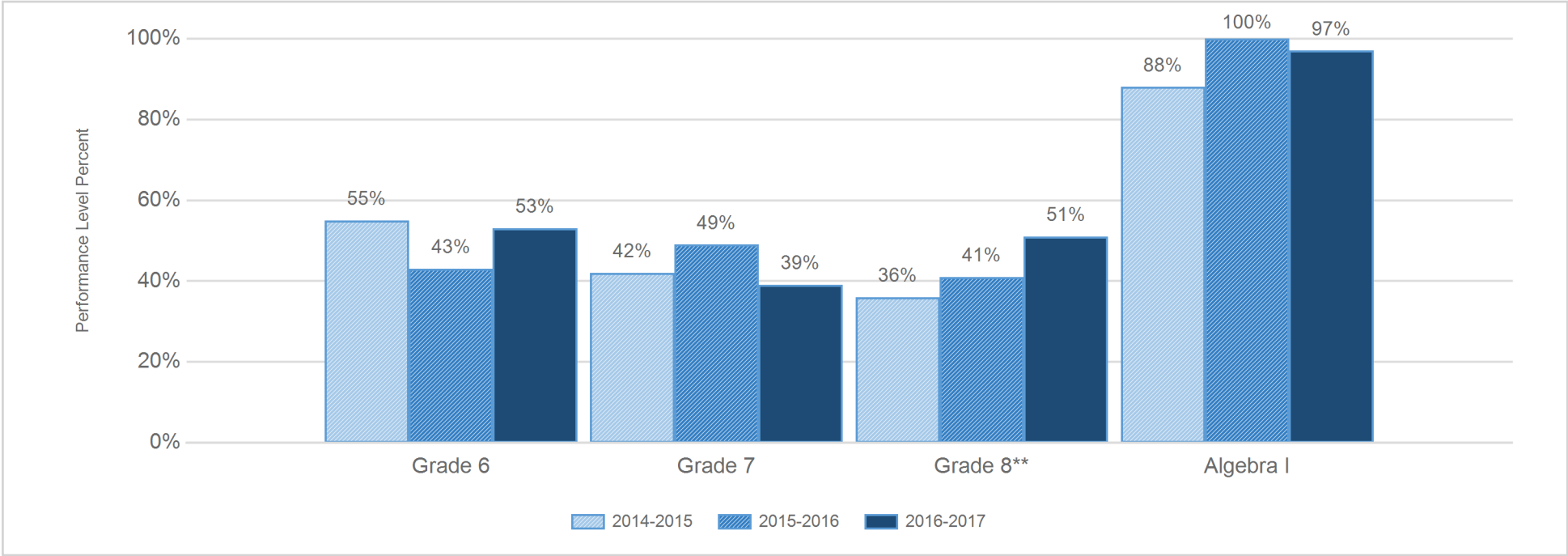
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	782	782	743	0%	0%	*	87%	*	97%	42%
White	20	776	776	751	0%	0%	0%	100%	0%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	16	789	789	774	0%	0%	*	69%	*	94%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	11	792	792	744	0%	0%	*	*	*	100%	43%
Male	26	777	777	741	0%	0%	*	*	*	96%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	37	782	782	751	0%	0%	*	87%	*	97%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	37	782	782	747	0%	0%	*	87%	*	97%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Memorial Junior School
2016-2017

Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

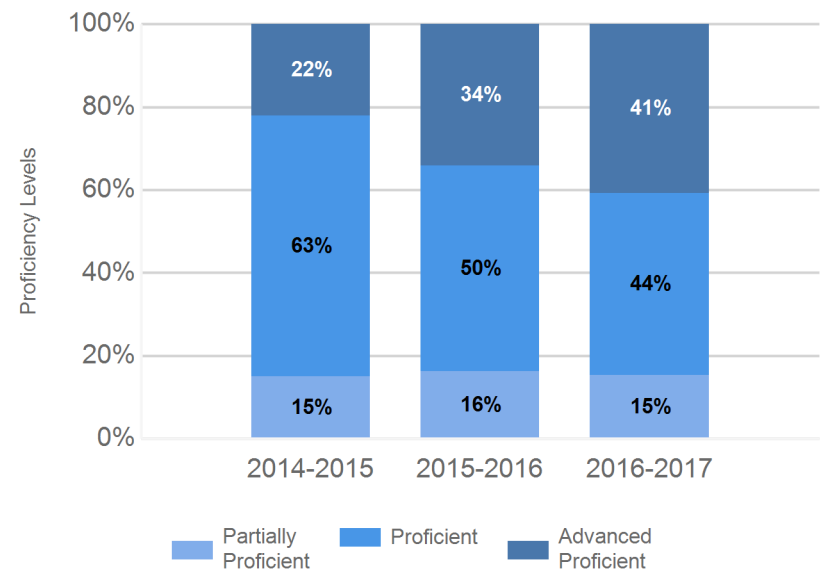
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	41%	44%	15%
White	41%	44%	15%
Hispanic	25%	33%	42%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	54%	39%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	11%	26%	63%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





Memorial Junior School

2016-2017

Grade Span 06-08

27-2000-040

MORRIS

HANOVER TWP

61 HIGHLAND AVENUE

WHIPPANY, NJ 07981

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	53	50	Met Target	43	51	50	Met Target
White	53	53	50	Met Target	43	50	52	Met Target
Hispanic	54	49.5	49	Met Target	38	25.5	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66	*	60	Exceeds Target	58.5	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	51	47	**	*	*	46	**
Students with Disabilities	60.5	56	41	Exceeds Target	30	42	43	Not Met
English Learners	75	69.5	53	**	63	66	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Memorial Junior School
2016-2017

Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

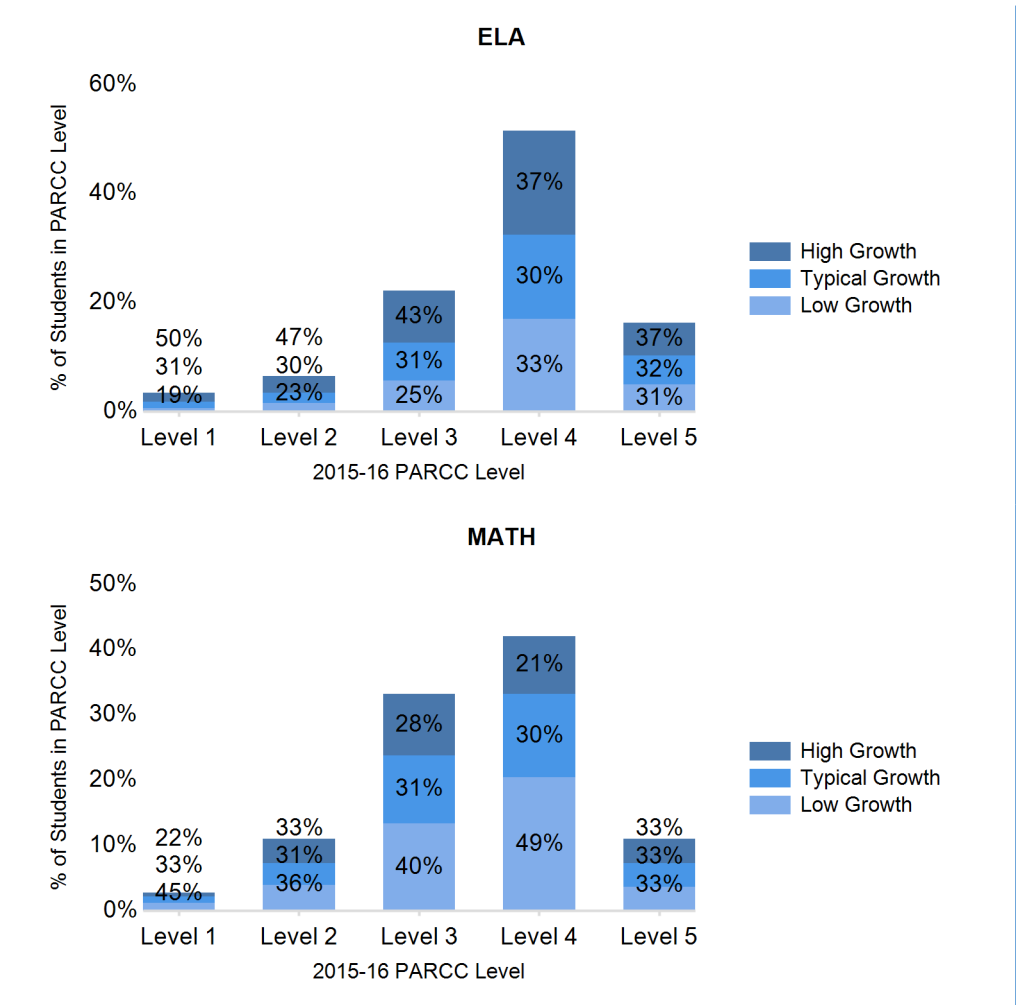
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

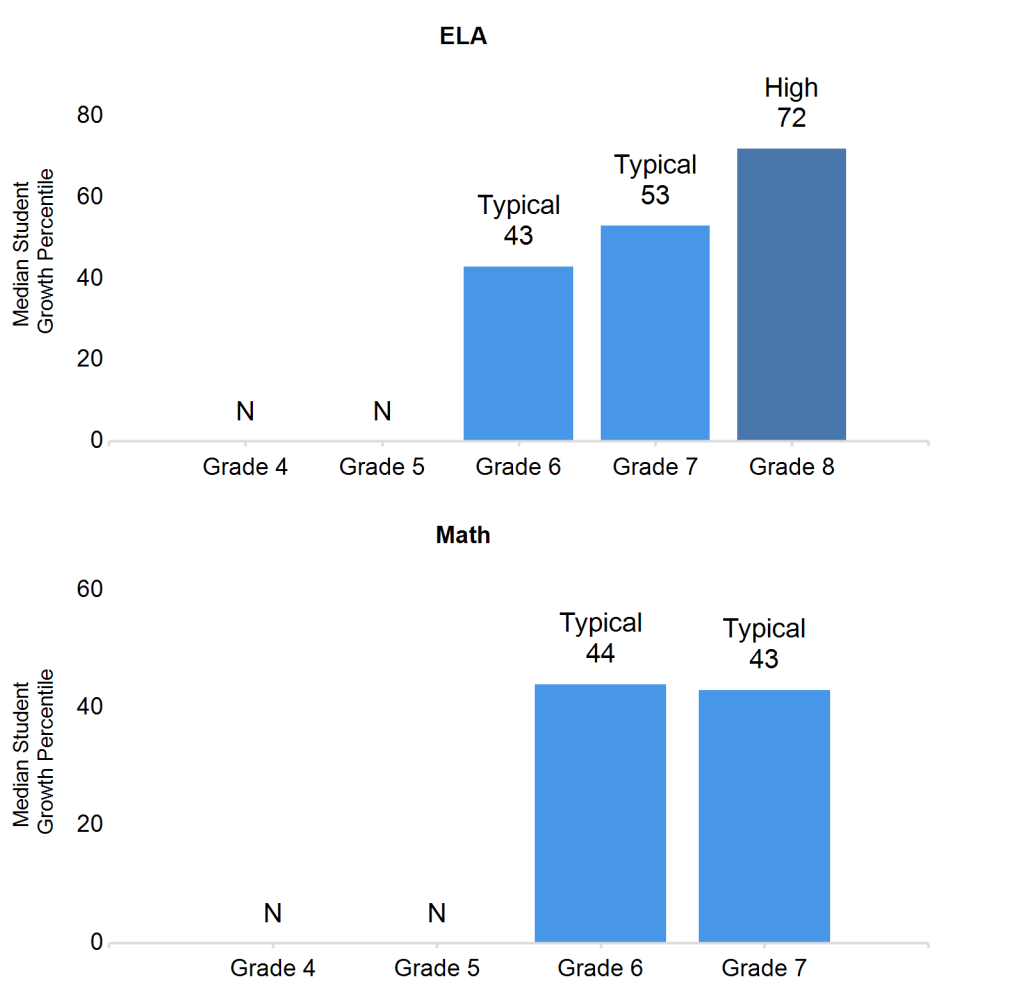
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	172
7	0	0	182
8	37	0	119
Schoolwide	37	0	473

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	135	35	0	0	0	0	0
7	96	34	0	0	0	0	0
8	71	35	0	0	0	0	0
Schoolwide	302	104	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Memorial Junior School
2016-2017

Grade Span 06-08

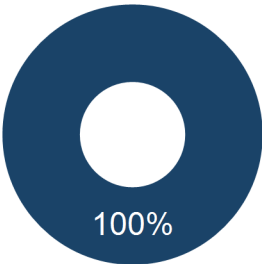
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WHIPPANY, NJ 07981

Visual and Performing Arts – Course Participation

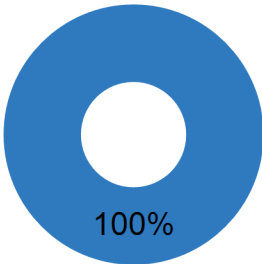
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

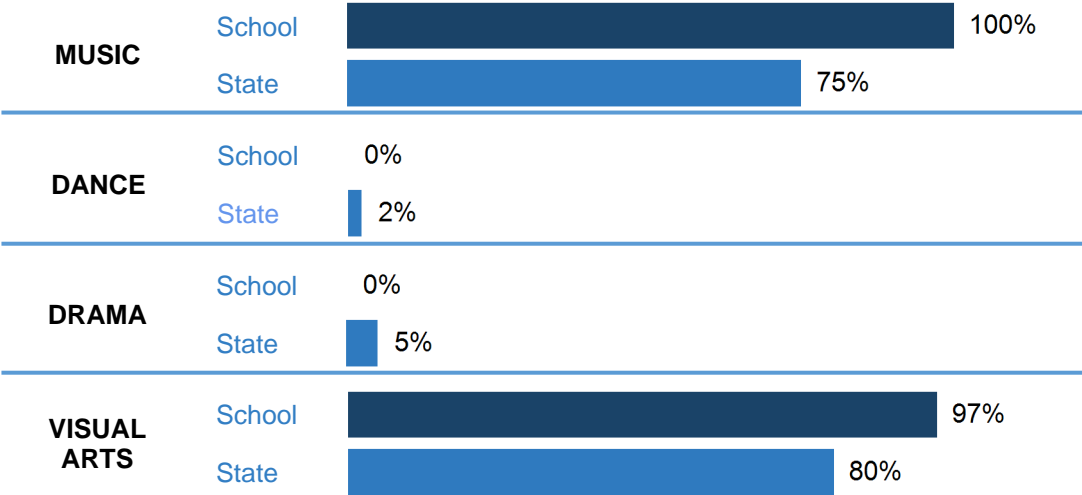


School



State

Students enrolled in one or more classes by discipline:





Memorial Junior School

2016-2017

Grade Span 06-08

27-2000-040

MORRIS

HANOVER TWP

61 HIGHLAND AVENUE

WHIPPANY, NJ 07981

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

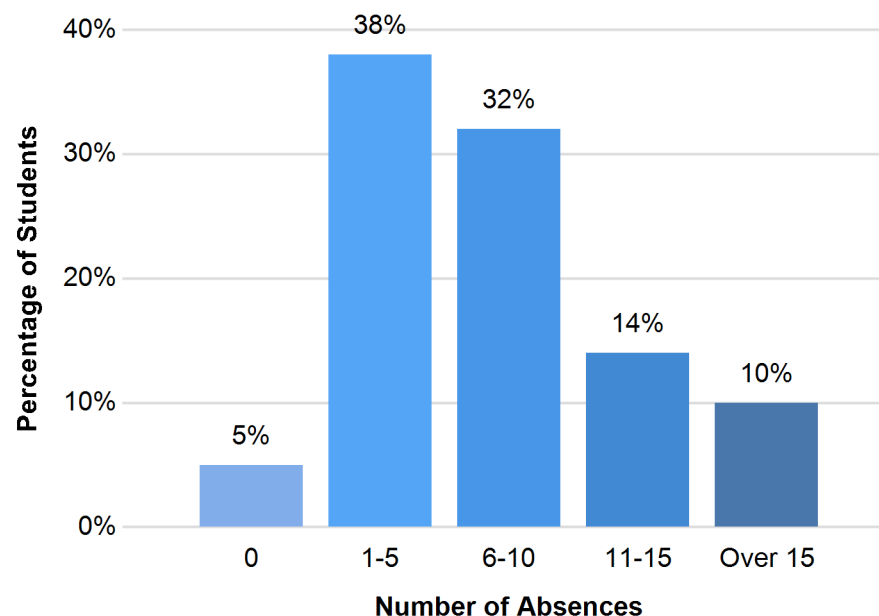
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	8.70	Met Target
White	5.30	8.70	Met Target
Hispanic	8.10	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	16.10	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



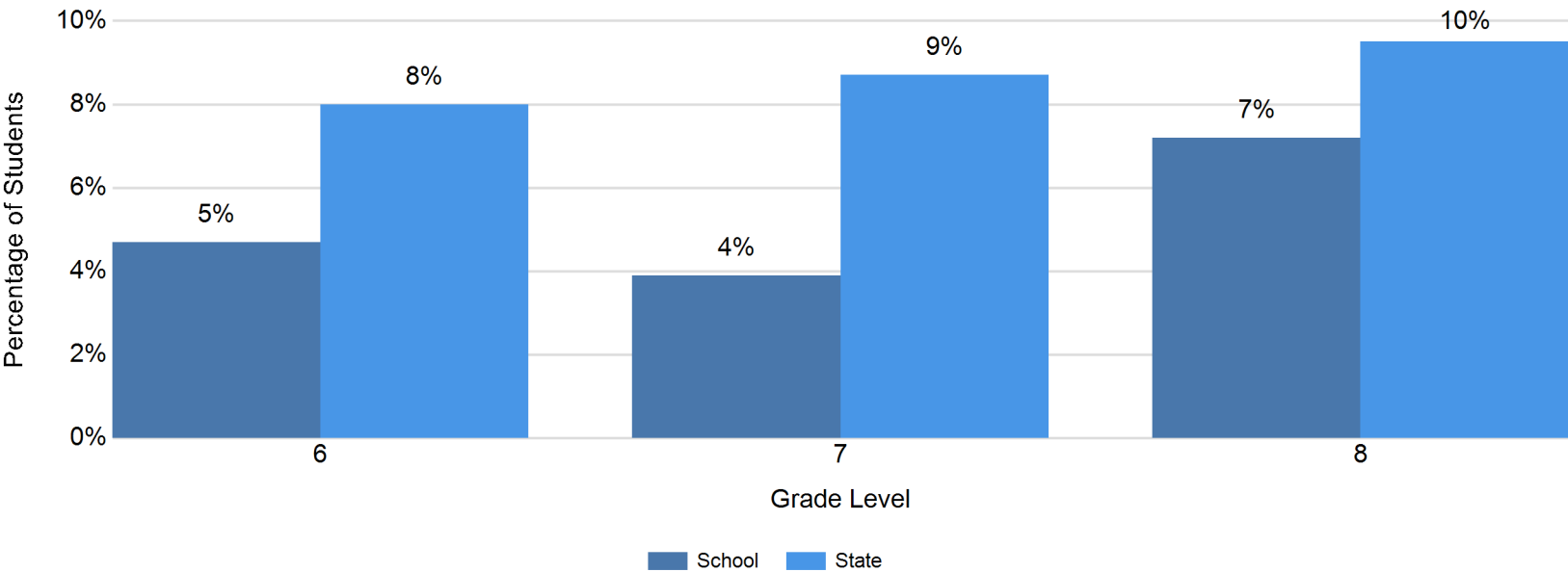


Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	11
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	3.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.4%
Out-of-School Suspensions	1.8%
Any Suspension	6.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	348.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$242	\$15,777	\$16,019



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	100:1	159:1
Librarian/Media Specialists		359:1
Nurses		359:1
Counselors		239:1
Child Study Team		239:1



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	70%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	75.3	17.5%
Mathematics Proficiency	48.5	17.5%
English Language Arts Growth	70.6	25.0%
Mathematics Growth	22.1	25.0%
Chronic Absenteeism	58.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.7
Summative Rating: Percentile rank of Summative Score		55.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Memorial Junior School

2016-2017

Grade Span 06-08

27-2000-040

MORRIS

HANOVER TWP

61 HIGHLAND AVENUE

WHIPPANY, NJ 07981

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	53.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	45.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	54.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	62.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	47.5	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
 MORRIS
 HANOVER TWP
 61 HIGHLAND AVENUE
 WHIPPANY, NJ 07981

School General Info

Principal:	Mr. Anderson	Email Address:	michael.anderson@hanovertwpschools.org
Address:	61 HIGHLAND AVENUE WHIPPANY, NJ 07981	Website:	https://nj02202604.schoolwires.net/Domain/687
Phone:	(973)515-2427		

School Narrative

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



Highlights:

- Well-rounded approach to meet the emotional, social, academic, and athletic needs of our students.
- Curriculum includes digital learning resources to enhance instruction.
- Wide array of after-school clubs and activities with strong student involvement.



Memorial Junior School
2016-2017
Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

School Narrative

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



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)

Memorial Junior School offers a comprehensive athletics program for our students. Our teams participate in the Greater Morris County Junior Schools Conference. At the conclusion of each season, our teams participate in county championships, which many of our teams have won over the past few years.



Clubs and Activities:

Free after-school clubs and activities are offered throughout the school year. Each club/activity is led by our certified teachers and focus on a variety of topics. We offer clubs/activities in art, community service, computers, crafts, dramatics, environment, French, honors band, jazz band, makerspace, math/science, music ensemble, reading, Spanish, technology, and treble choir. Additionally, each year we have a spring musical.






Memorial Junior School
2016-2017

Grade Span 06-08

27-2000-040
MORRIS
HANOVER TWP
61 HIGHLAND AVENUE
WHIPPANY, NJ 07981

School Narrative

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

 <div>Staff and Professional Learning:</div>	In-house professional development is provided for our teachers through the Hanover Township Educator Academy. Grade level/subject area meetings occur monthly to increase collaboration across the district and to analyze student data in order to help improve instruction. Teachers select outside professional development that aligns to their Professional Development Plan. District professional development days throughout the year target specific learning for groups and align to our district goals.
 <div>Student Supports and Services:</div>	ELL services are provided daily to acquire English language proficiency. Students with disabilities have individual goals addressed through their IEPs. The Intervention and Referral Services team offer identify and offer support for students having difficulty with academics as well as social, emotional, and behavioral development. Daily guidance counselor support is available for all of our students.
 <div>Parent and Community Involvement:</div>	The Memorial Junior School PTA provides school and family events to enhance school programs including cultural arts, presentations, family involvement events and regular meetings and communication. Partnerships with local businesses to support student learning and curriculum initiatives. Service projects that support the larger community. Parents are invited to grade level performances, school concerts and special instructional fairs.




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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>All stakeholders are surveyed annually and the results are reviewed and analyzed by School Safety Teams, administration, and other staff.</p>
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



Other Information:

Memorial Junior School, part of the Hanover Township Public School District, is located in Whippany, New Jersey. Our school is currently home to approximately 500 sixth, seventh, and eighth grade students with a professional staff of over 60 teachers. Memorial Junior School is an inclusive learning community that offers a comprehensive academic program based on the framework of the New Jersey Common Core Curriculum Standards. We have an outstanding middle school that promotes the intellectual and social/emotional development of our students in a caring, positive, and child-centered educational environment. In addition, our character education initiatives inspire an appreciation and respect for all members of the school community. The programs of study place strong emphasis on academic achievement, interdisciplinary instruction, and advancing the use of technology in the classroom. Our school offers a variety of programs including: after-school clubs, athletics, student government, world language exploration (French/Spanish), Career Day, exceptional music and theatre programs, and an environmental educational experience at Fairview Lake YMCA. Our facilities feature a state-of-the-art auditorium, instructional media center, computer laboratory, music wing, science laboratories, two gymnasiums, and several athletic fields. Thanks to our dedicated faculty, committed student body, and supportive PTA, Memorial Junior School truly reflects our district’s vision statement: “A Community That Inspires Excellence.” Our school climate is welcoming and promotes learning on a broad spectrum.




Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
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30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
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HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	48	56	60
1	55	55	58
2	52	61	54
3	59	52	55
4	68	60	54
5	59	69	58
Ungraded	0	0	0
Total	341	353	339

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	50%
Male	50%	52%	50%
Economically Disadvantaged Students	2%	1%	2%
Students with Disabilities	15%	20%	21%
English Learners	3%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	71.1%
Asian	18.0%
Hispanic	5.9%
Black or African American	4.7%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	51	56	60

Enrollment by Home Language

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

Home Language	% of Students
English	92.3%
Chinese	1.2%
Spanish	1.2%
Other	5.4%



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	167	97.7	79.70	70.30	54.90	79.7	77.8	Met Target
White	118	96.7	83.10	69.90	63.90	83.1	78.2	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	90.90	88.20	80.70	90.9	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	71.50	54.90	N	**	**
Female	84	98.8	86.90	79.20	62.20	86.9		
Male	83	96.5	72.30	62.00	48.10	72.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	40	93.0	52.50	34.40	20.50	51.3	49	Met Target
Students without Disabilities	127	99.2	88.20	77.20	61.90	88.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Mountview Road School
2016-2017

Grade Span KG-05

27-2000-050
MORRIS
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30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	768	761	749	*	*	*	75%	*	80%	50%
White	41	767	760	759	*	*	*	76%	*	81%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	22	775	771	754	*	*	*	68%	*	82%	55%
Male	29	762	753	745	*	*	*	79%	*	79%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	14	740	738	720	*	*	*	*	*	50%	24%
Students without Disabilities	37	778	769	755	*	*	*	*	*	92%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	51	768	*	752	*	*	*	75%	*	80%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Mountview Road School
2016-2017

Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	778	766	753	*	*	*	60%	29%	89%	56%
White	40	776	766	762	*	*	*	63%	28%	90%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	32	790	777	758	*	*	*	63%	*	100%	61%
Male	23	762	755	749	*	*	*	57%	*	74%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	15	767	756	725	*	*	*	*	*	80%	25%
Students without Disabilities	40	783	769	759	*	*	*	*	*	93%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Mountview Road School
2016-2017

Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	770	763	756	*	*	20%	53%	18%	72%	59%
White	37	771	760	763	0%	*	*	65%	*	78%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	788	*	779	0%	0%	*	*	*	87%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	30	773	771	761	*	*	*	53%	*	77%	66%
Male	30	768	757	750	*	*	*	53%	*	67%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	60	770	*	765	*	*	20%	53%	18%	72%	71%
Students with Disabilities	10	741	*	725	*	*	*	*	*	20%	22%
Students without Disabilities	50	776	*	762	*	*	*	*	*	82%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	60	770	763	757	*	*	20%	53%	18%	72%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

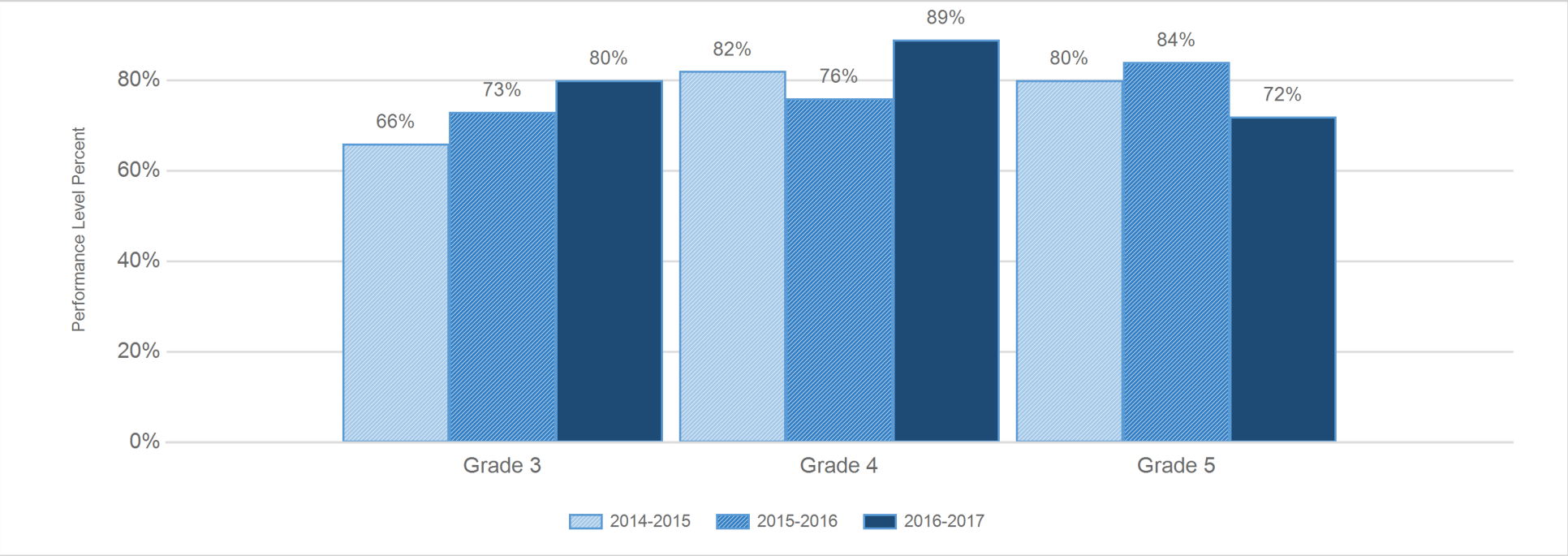


Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
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30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Mountview Road School
2016-2017

Grade Span KG-05

27-2000-050
MORRIS
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30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	167	97.7	71.90	55.20	43.50	71.9	70.3	Met Target
White	118	96.7	72.00	53.20	52.40	72	70	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	87.90	83.40	75.60	87.9	80	Met Goal
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	57.20	44.90	N	**	**
Female	84	98.8	79.80	56.70	44.10	79.8		
Male	83	96.5	63.90	53.80	42.90	63.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	40	93.0	50.00	29.20	16.50	48.9	51.5	Met Target†
Students without Disabilities	127	99.2	78.70	60.10	48.80	78.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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Mountview Road School
2016-2017

Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	767	763	751	*	*	*	56%	21%	77%	53%
White	42	764	761	759	*	*	*	60%	*	76%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	23	773	765	751	*	*	*	61%	*	83%	52%
Male	29	762	761	751	*	*	*	52%	*	72%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	15	753	751	729	*	*	*	*	*	53%	29%
Students without Disabilities	37	772	767	755	*	*	*	*	*	87%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	52	767	*	753	*	*	*	56%	21%	77%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	770	762	747	*	*	*	66%	*	80%	47%
White	40	768	759	755	0%	*	*	68%	*	78%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	32	777	767	747	*	*	*	66%	*	88%	47%
Male	23	761	757	747	*	*	*	65%	*	70%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	15	760	748	724	*	*	*	*	*	67%	22%
Students without Disabilities	40	774	765	751	*	*	*	*	*	85%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

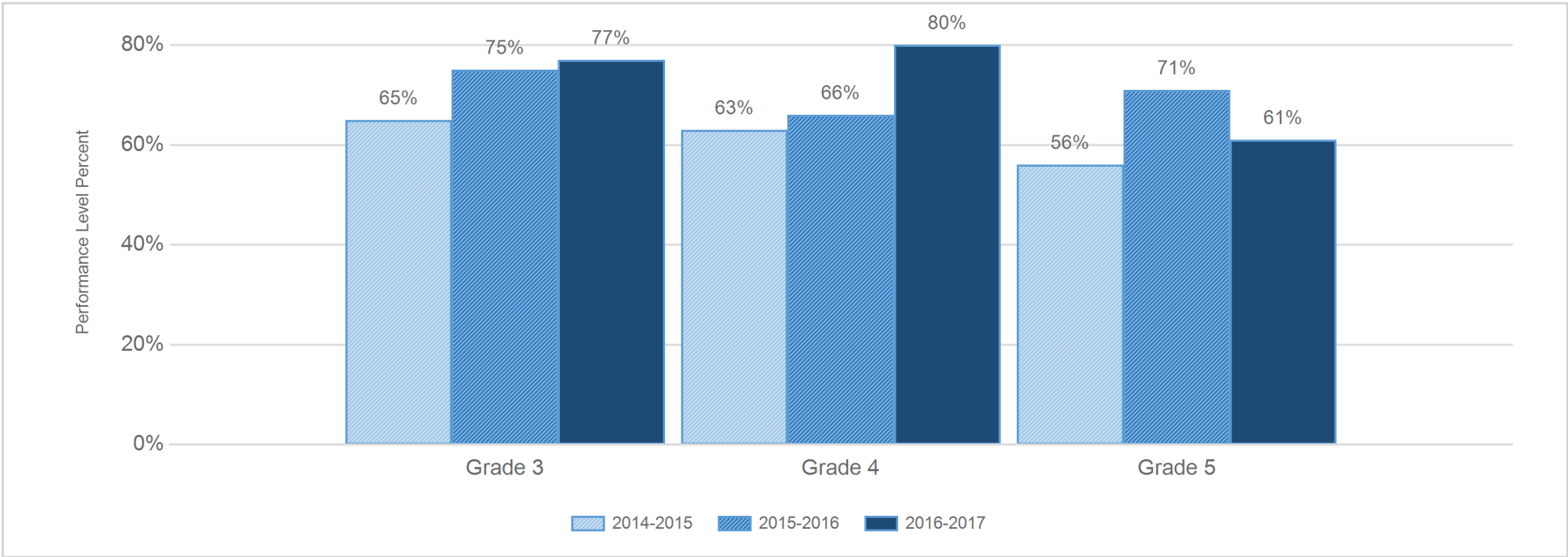
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	764	755	747	*	*	27%	31%	31%	61%	46%
White	36	763	752	754	0%	*	31%	39%	*	61%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	15	786	*	774	0%	0%	*	*	67%	87%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	29	763	755	747	0%	*	*	*	*	69%	47%
Male	30	765	755	746	0%	*	*	*	*	53%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	59	764	*	756	*	*	27%	31%	31%	61%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	59	764	755	748	*	*	27%	31%	31%	61%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Mountview Road School
 2016-2017
 Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

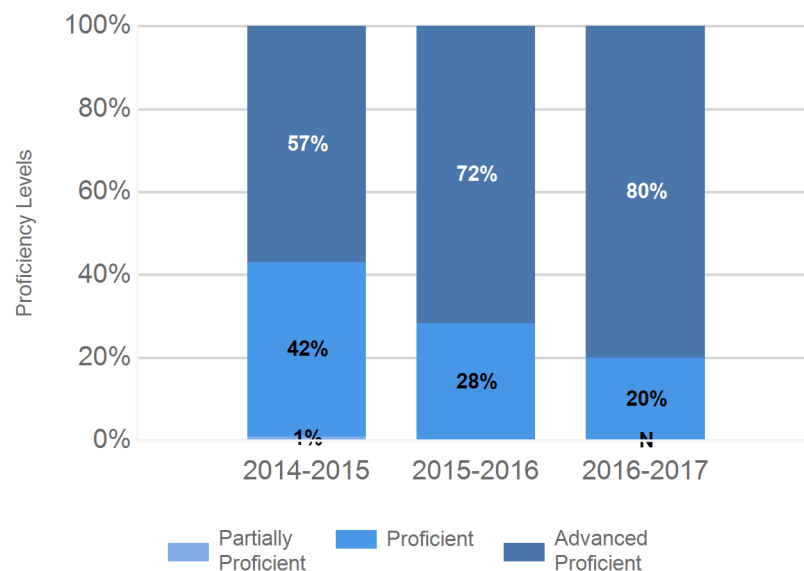
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	80%	20%	N
White	78%	23%	N
Hispanic	*	N	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	88%	13%	N
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	53	50	Met Target	59	51	50	Met Target
White	56	53	50	Met Target	61	50	52	Exceeds Target
Hispanic	*	49.5	49	**	*	25.5	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	53	*	60	Met Target	70	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	51	47	**	*	*	46	**
Students with Disabilities	61	56	41	Exceeds Target	55	42	43	Met Target
English Learners	*	69.5	53	**	*	66	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Mountview Road School
 2016-2017

Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

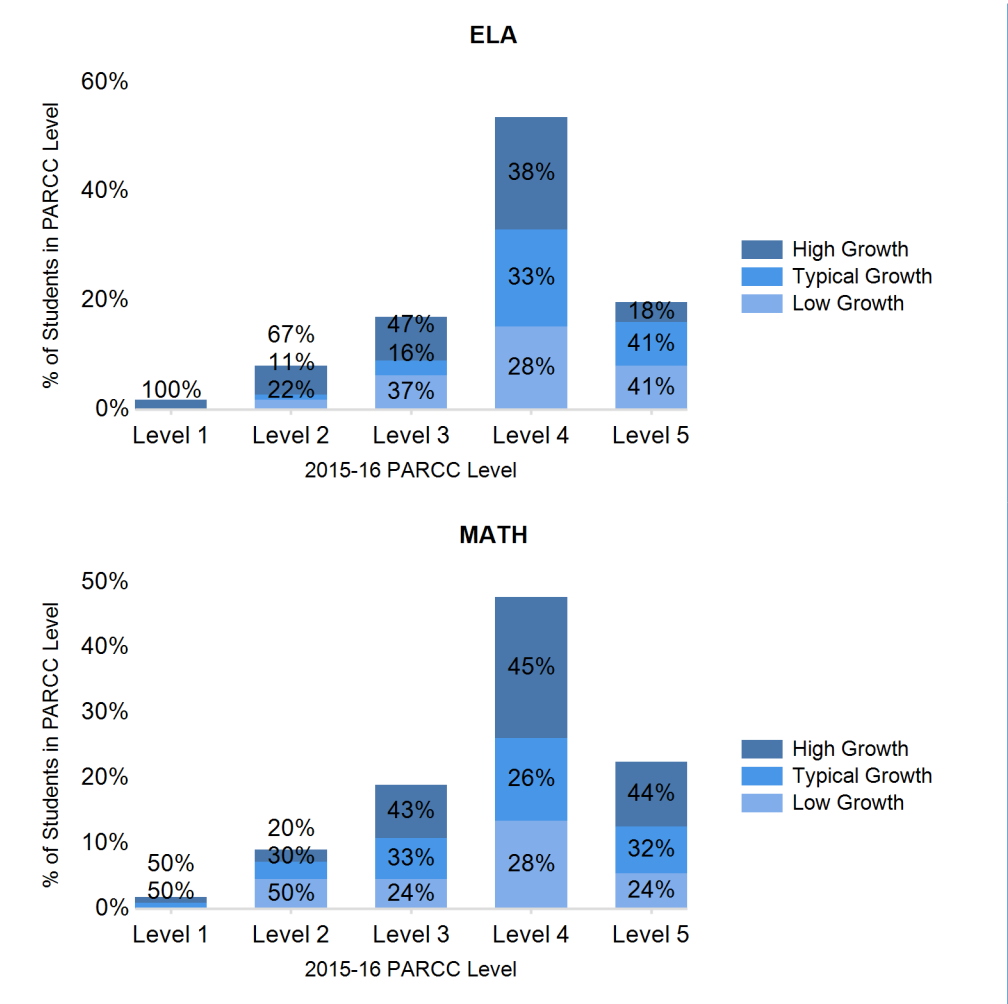
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

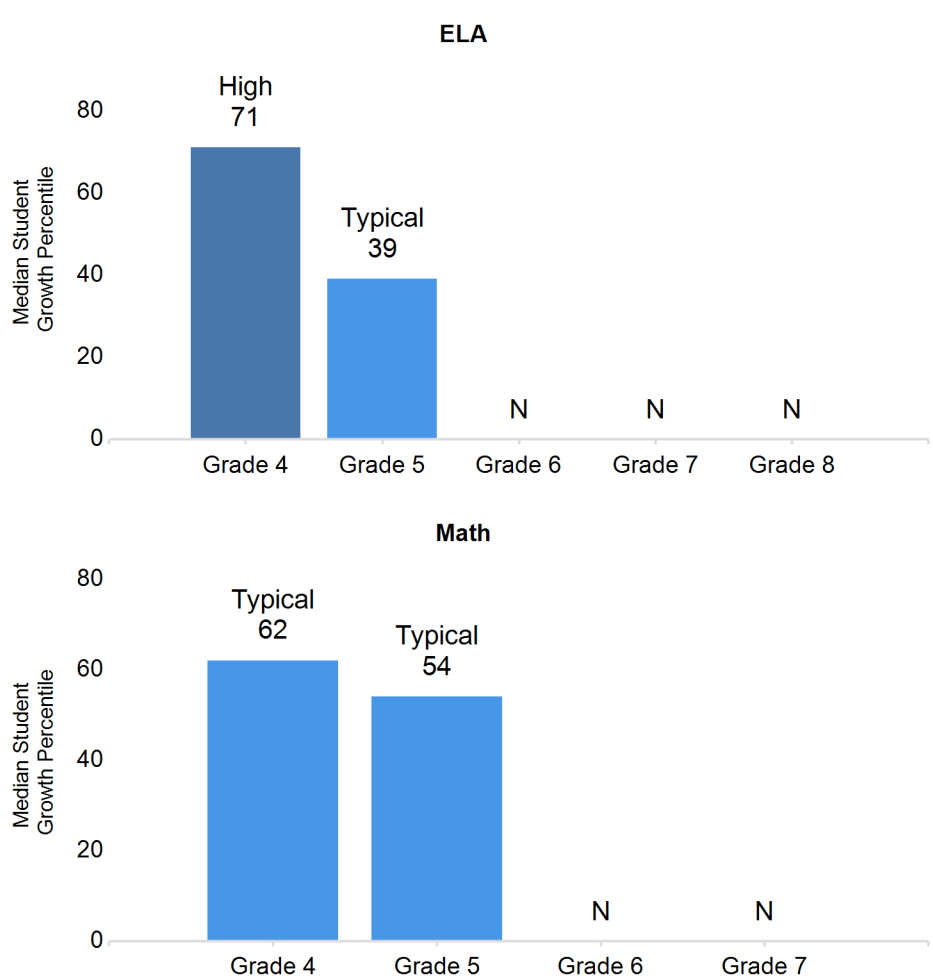
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

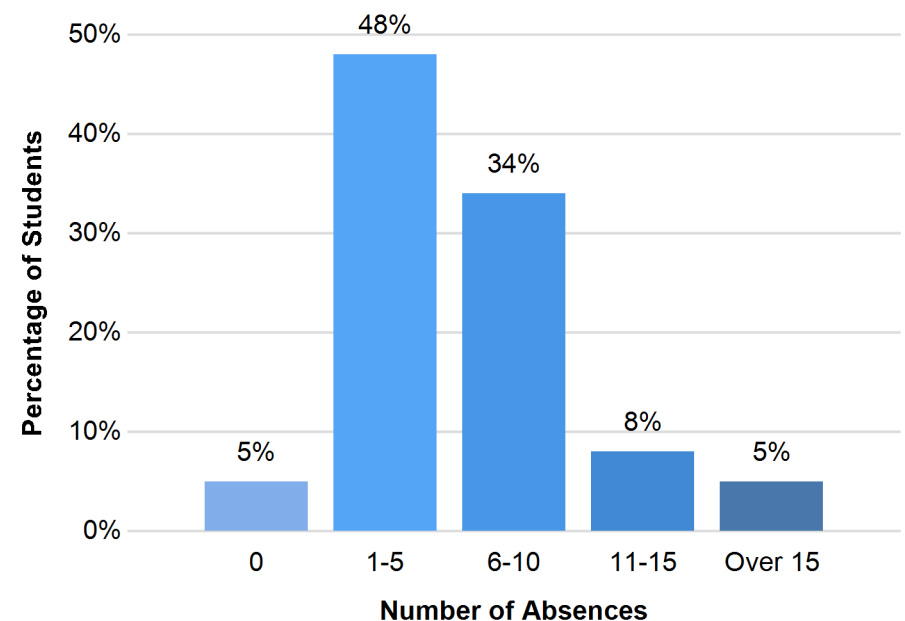
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.20	8.40	Met Target
White	2.50	8.40	Met Target
Hispanic	9.50	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.80	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

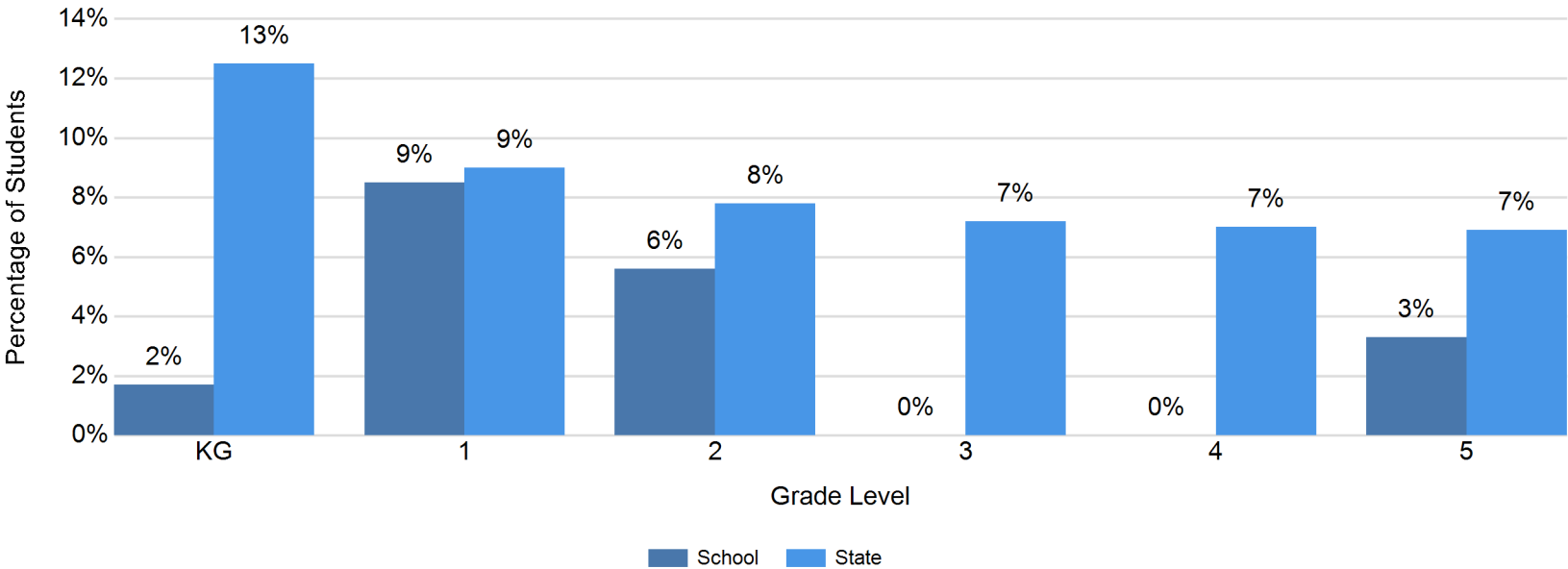
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	348.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$242	\$15,777	\$16,019



Mountview Road School
 2016-2017
 Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	339:1	159:1
Librarian/Media Specialists		359:1
Nurses		359:1
Counselors		239:1
Child Study Team		239:1



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	70%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Mountview Road School
 2016-2017
 Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	90.5	17.5%
Mathematics Proficiency	90.1	17.5%
English Language Arts Growth	66.2	25.0%
Mathematics Growth	80.2	25.0%
Chronic Absenteeism	73.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.3
Summative Rating: Percentile rank of Summative Score		89.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	79.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	81.0	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	58.1	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	89.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
 MORRIS
 HANOVER TWP
 30 MOUNTVIEW ROAD
 MORRIS PLAINS, NJ 07950

School General Info

Principal:	Ms. Bellino	Email Address:	carmen.bellino@hanovertwpschools.org
Address:	30 MOUNTVIEW ROAD MORRIS PLAINS, NJ 07950	Website:	https://nj02202604.schoolwires.net/Domain/814
Phone:	(973)637-1550		

School Narrative

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



Highlights:

- Coding and Humanoid robots are part of our K-5 technology instruction.
- After-school enrichment classes are offered to all grade levels.
- Curriculum includes digital learning resources to enhance instruction.




Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950




School Narrative

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 <div>Clubs and Activities:</div>	Free after school classes are offered throughout the year to every grade level. Classes are led by our certified teachers and focus on variety of differing topics in STEAM areas. Students in grades 3-5 participate in the Perennial Math competition. Through our Gifted and Talented Program, students participate in local learning competitions with other districts.
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School Narrative

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

 <div> <div>Staff and Professional Learning:</div> </div>	<p>In-house professional development is led by our teachers through the Hanover Township Educator Academy. Grade level and subject-area meetings occur monthly to increase collaboration across the district and analyze student data. Teachers select outside professional development that aligns to their Professional Development Plan. District professional development days throughout the year target specific learning for groups and align to our district goals.</p>
 <div> <div>Student Supports and Services:</div> </div>	<p>ELL services are provided daily to acquire English Language proficiency. Students with disabilities have individual goals addressed through their IEPs. Struggling general education student needs are met through our Basic Skills Program. I&RS team identifies and offers support for students struggling with academics as well as social/emotional development and behavioral development. Daily guidance counselor support is available for all of our students.</p>
 <div> <div>Parent and Community Involvement:</div> </div>	<p>Active PTA provides school and family events to enhance school programs, including Cultural Arts presentations, Family Involvement Events, and regular meetings and communication. Partnerships with local businesses to support student learning and curriculum initiatives. Service projects that support the larger community. Parents invited to grade level performances, school concerts and special instructional fairs.</p>




Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
30 MOUNTVIEW ROAD
MORRIS PLAINS, NJ 07950

School Narrative

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

<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>All stakeholders are surveyed annually and results are reviewed and analyzed by School Safety Teams, Administration, and other staff.</p>
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Mountview Road School
2016-2017
Grade Span KG-05

27-2000-050
MORRIS
HANOVER TWP
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School Narrative

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



Other Information:

The MTV community is committed to the goals of academic excellence, positive social interactions, responsible behavior, and a warm and encouraging school environment. We are fortunate to have a highly professional staff, supportive parents, a rich instructional program, and a variety of learning resources to engage our students. ELA, math, science and social students remain part of the core offerings. Pupils with needs have access to a host of services including basic skills, ELL, CST services, and differentiated gifted-education practices. Technology is integrated into all work as a tool for communication and students receive formal computer instruction. We advanced our technological capabilities through a grant from 3M. They supported the purchase of humanoid robots and laptops; students are learning coding too. Our extensive vocal and instrumental music programs continue to attract involvement. Our Character Education program, focusing on the six traits of good character, engages students in interactive, literacy-based activities which serve to build proud, responsible MTV citizens. Our program promotes acceptance of individual differences in the classroom, in the cafeteria, and on the playground. We are fortunate to have an active PTA. They enrich our program with assemblies and family events. Our parents volunteer in our library, classrooms, and cafeteria. Their varied activities include fundraisers, including Book Fairs, a Tricky Tray, cultural arts shows, a hot lunch program, Family Fun nights, and mini-grants. In addition, the PTA purchases technological equipment and other materials. Student council is a popular club which sponsors a variety of humanitarian and community-building causes. A sampling of activities includes Spirit Days, a week-long reading celebration, and Family Bingo Night. Our community supported our annual holiday gift drive and various donations were collected throughout the year.



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	33	44	40
1	48	39	43
2	50	48	36
3	42	48	47
4	38	49	49
5	47	42	50
Ungraded	1	0	0
Total	259	270	265

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	47%
Male	51%	53%	53%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	11%	16%	13%
English Learners	4%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	80.8%
Asian	13.2%
Hispanic	2.6%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.8%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	36	44	40

Enrollment by Home Language

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

Home Language	% of Students
English	92.1%
Chinese	4.2%
Other	4.0%



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	146	96.7	58.90	70.30	54.90	58.9	61.9	Met Target†
White	122	96.8	59.00	69.90	63.90	59	59	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.30	88.20	80.70	73.3	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	68	97.1	67.70	79.20	62.20	67.7		
Male	78	96.3	51.20	62.00	48.10	51.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	29	90.6	24.10	34.40	20.50	23	43.3	Not Met
Students without Disabilities	117	98.3	67.50	77.20	61.90	67.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	756	761	749	*	*	30%	47%	*	55%	50%
White	41	754	760	759	*	*	29%	46%	*	54%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	24	762	771	754	*	*	*	46%	*	58%	55%
Male	23	749	753	745	*	*	*	48%	*	52%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	731	738	720	*	*	*	*	*	15%	24%
Students without Disabilities	34	765	769	755	*	*	*	*	*	71%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	47	756	*	752	*	*	30%	47%	*	55%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	763	766	753	*	*	27%	55%	*	67%	56%
White	42	764	766	762	0%	*	26%	64%	*	71%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	771	777	758	*	*	*	64%	*	80%	61%
Male	24	754	755	749	*	*	*	46%	*	54%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	49	763	*	755	*	*	27%	55%	*	67%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	749	763	756	*	*	24%	52%	*	54%	59%
White	39	746	760	763	*	*	26%	51%	0%	51%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	19	760	771	761	*	*	*	58%	*	63%	66%
Male	31	743	757	750	*	*	*	48%	*	48%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	10	712	*	725	*	*	*	*	*	10%	22%
Students without Disabilities	40	759	*	762	*	*	*	*	*	65%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	50	749	763	757	*	*	24%	52%	*	54%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

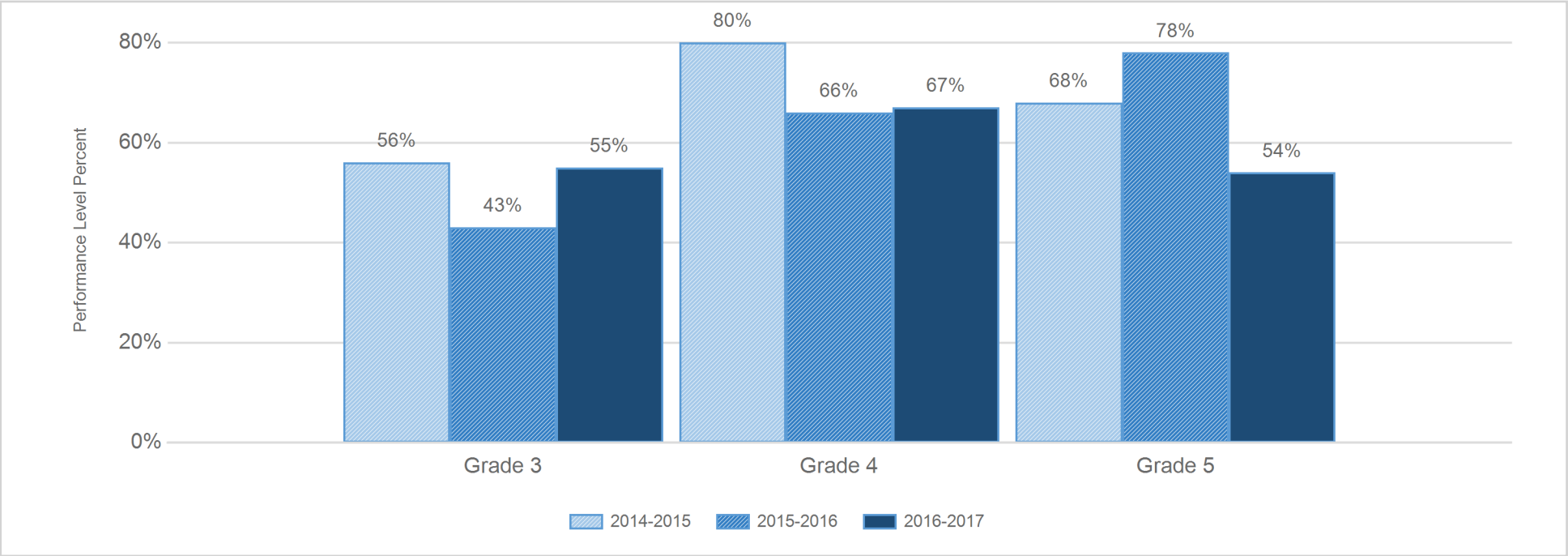


Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	147	97.4	52.40	55.20	43.50	52.4	56.2	Met Target†
White	123	97.6	52.10	53.20	52.40	52.1	55.7	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	66.70	83.40	75.60	66.7	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	69	98.6	55.00	56.70	44.10	55		
Male	78	96.3	50.00	53.80	42.90	50		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	29	90.6	34.40	29.20	16.50	32.9	43.3	Met Target†
Students without Disabilities	118	99.2	56.80	60.10	48.80	56.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	763	763	751	0%	*	30%	49%	*	66%	53%
White	41	761	761	759	0%	*	32%	49%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	24	763	765	751	0%	*	*	46%	*	63%	52%
Male	23	763	761	751	0%	*	*	52%	*	70%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	756	751	729	0%	*	*	*	*	54%	29%
Students without Disabilities	34	766	767	755	0%	*	*	*	*	71%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	47	763	*	753	0%	*	30%	49%	*	66%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	761	762	747	0%	*	37%	39%	*	55%	47%
White	42	758	759	755	0%	*	38%	45%	*	55%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	763	767	747	0%	*	*	*	*	64%	47%
Male	24	758	757	747	0%	*	*	*	*	46%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	49	761	762	749	0%	*	37%	39%	*	55%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Salem Drive School
2016-2017

Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	742	755	747	*	*	39%	31%	*	37%	46%
White	40	741	752	754	*	*	40%	33%	*	38%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	20	741	755	747	*	*	*	*	*	35%	47%
Male	31	743	755	746	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	717	731	725	*	*	*	*	*	*	19%
Students without Disabilities	41	748	760	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	51	742	755	748	*	*	39%	31%	*	37%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

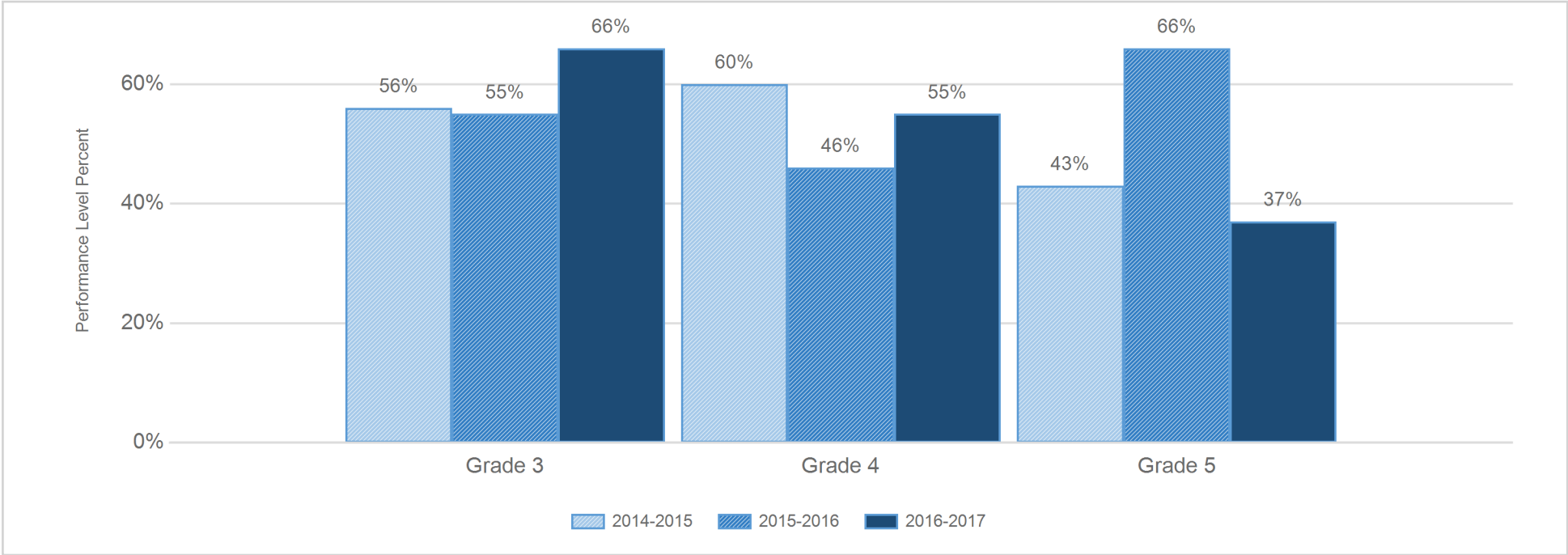


Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Salem Drive School
2016-2017

Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
 MORRIS
 HANOVER TWP
 29 SALEM DRIVE
 WHIPPANY, NJ 07981

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

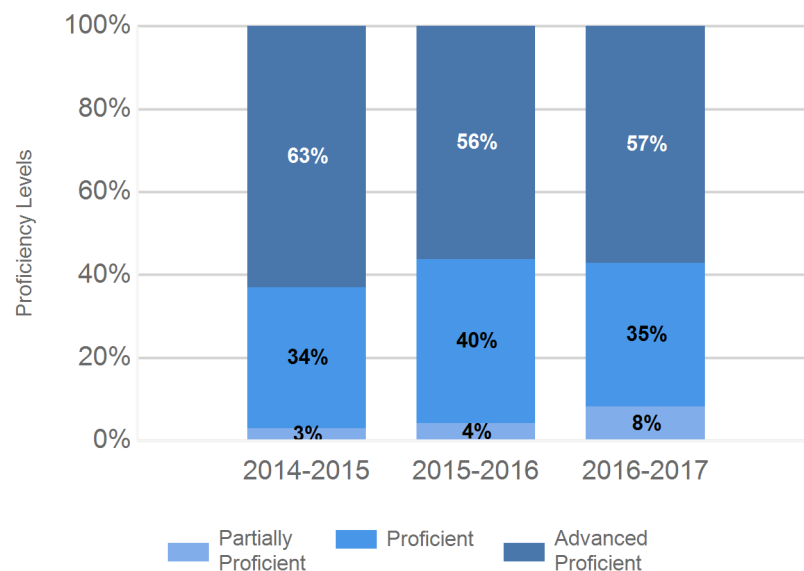
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	57%	35%	8%
White	*	33%	*
Hispanic	N	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
 MORRIS
 HANOVER TWP
 29 SALEM DRIVE
 WHIPPANY, NJ 07981

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45.5	53	50	Met Target	58	51	50	Met Target
White	47	53	50	Met Target	57	50	52	Met Target
Hispanic	*	49.5	49	**	*	25.5	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	51	47	**	*	*	46	**
Students with Disabilities	45	56	41	**	57.5	42	43	**
English Learners	*	69.5	53	**	*	66	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Salem Drive School
2016-2017

Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

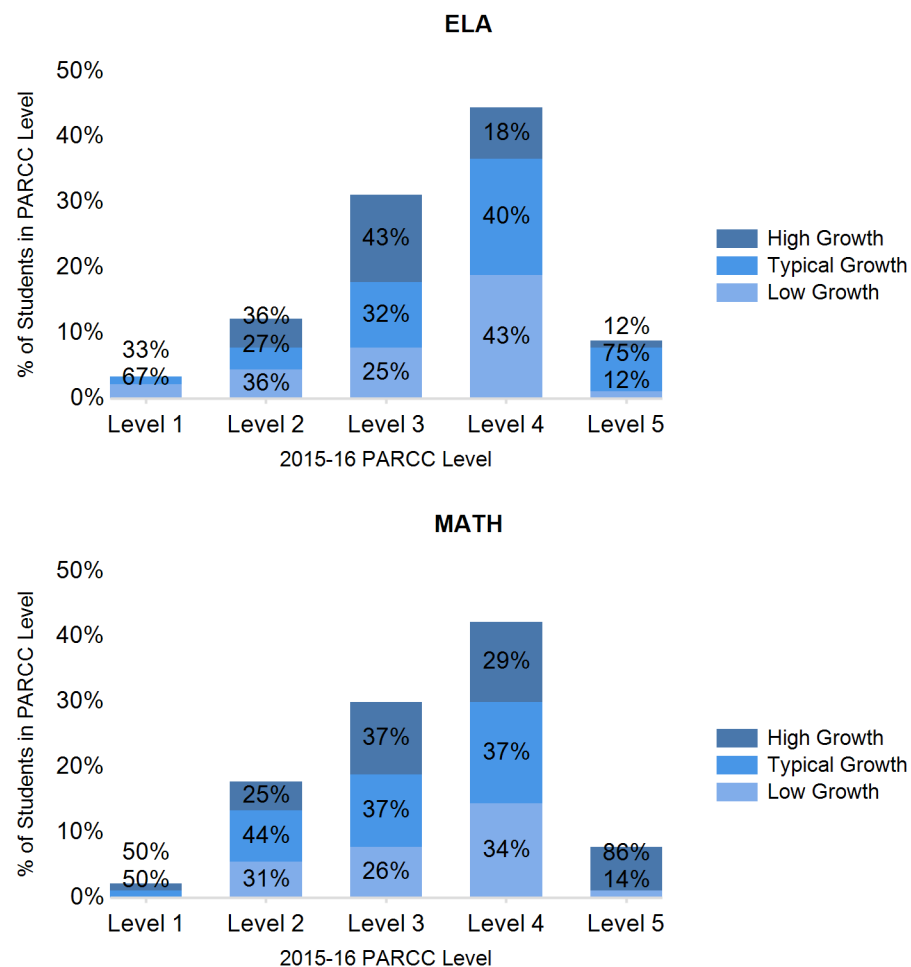
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

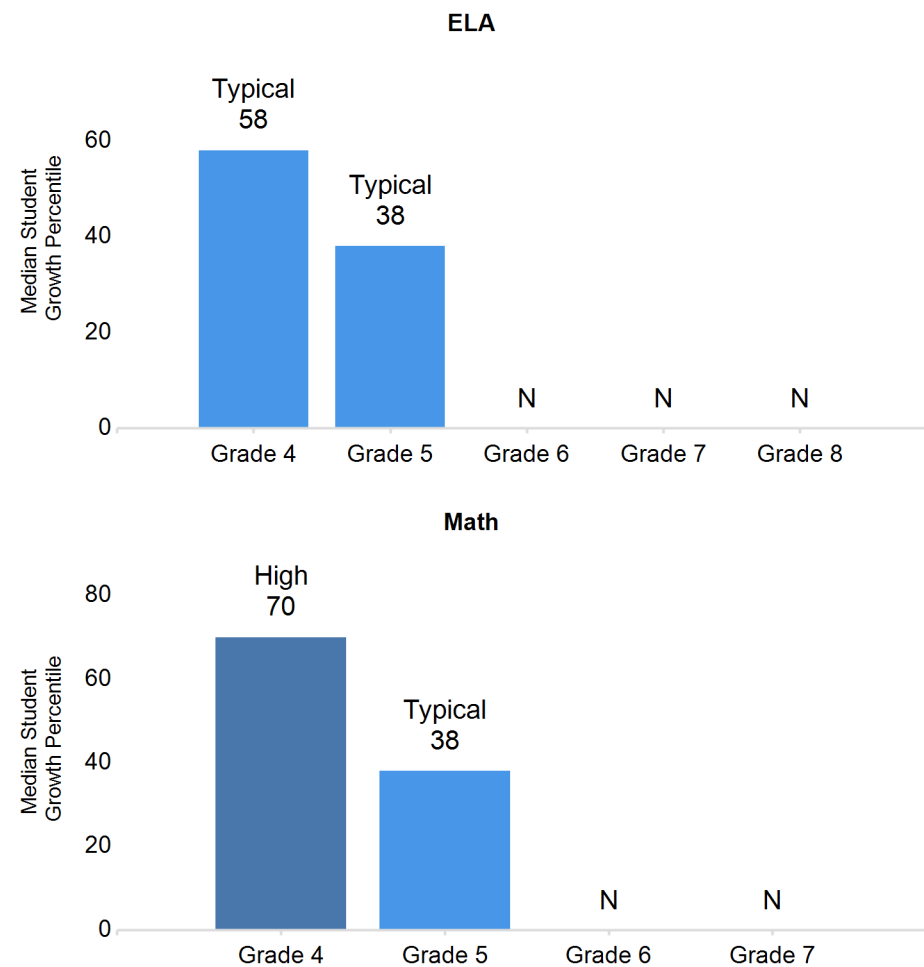
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
 MORRIS
 HANOVER TWP
 29 SALEM DRIVE
 WHIPPANY, NJ 07981

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

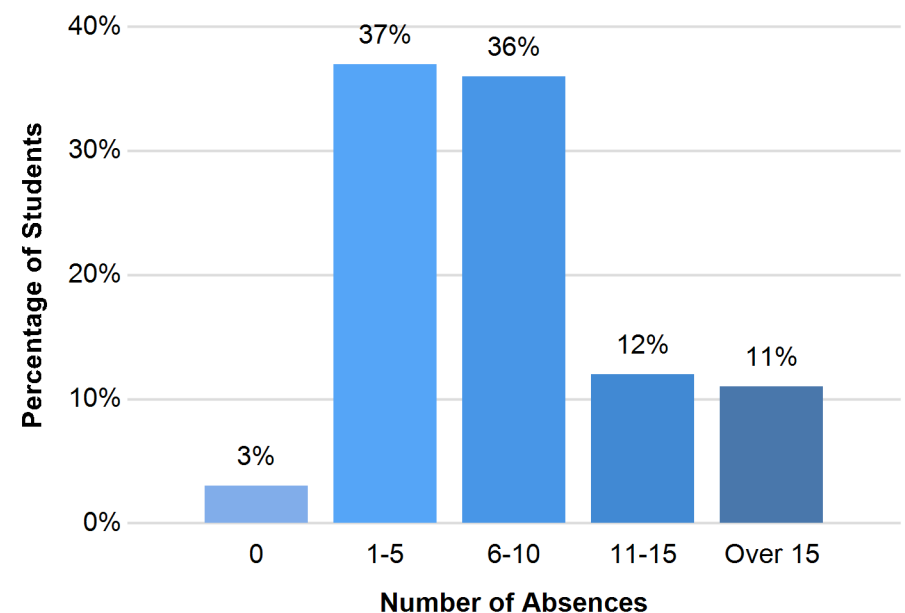
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	8.40	Met Target
White	6.50	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	19.40	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.90	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

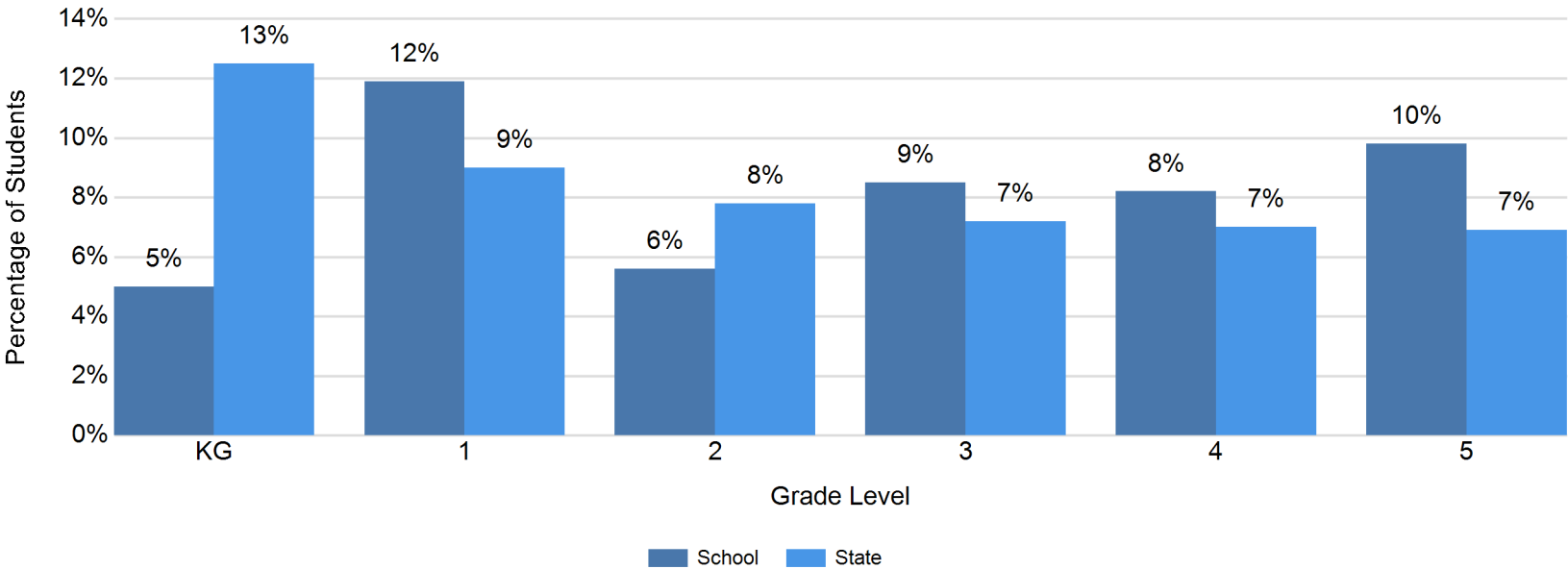
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
 MORRIS
 HANOVER TWP
 29 SALEM DRIVE
 WHIPPANY, NJ 07981

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.38

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	348.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$242	\$15,777	\$16,019



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	265:1	159:1
Librarian/Media Specialists		359:1
Nurses		359:1
Counselors		239:1
Child Study Team		239:1



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
 MORRIS
 HANOVER TWP
 29 SALEM DRIVE
 WHIPPANY, NJ 07981

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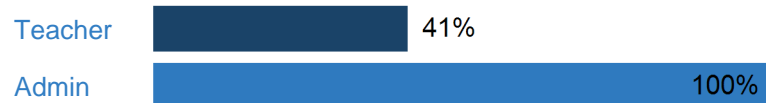
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	70%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.2	17.5%
Mathematics Proficiency	58.7	17.5%
English Language Arts Growth	29.7	25.0%
Mathematics Growth	70.9	25.0%
Chronic Absenteeism	16.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.9
Summative Rating: Percentile rank of Summative Score		43.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
 MORRIS
 HANOVER TWP
 29 SALEM DRIVE
 WHIPPANY, NJ 07981

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	44.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Not Met	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Salem Drive School
2016-2017
Grade Span KG-05


27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

School General Info

Principal:	Mr. Camean	Email Address:	rob.camean@hanovertwpschools.org
Address:	29 SALEM DRIVE WHIPPANY, NJ 07981	Website:	https://nj02202604.schoolwires.net/Domain/744
Phone:	(973)515-2440		

School Narrative

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

 Highlights:	<ul style="list-style-type: none">• Coding and Humanoid Robots are part of our K-5 Technology instructions.• After-school enrichment classes are offered to all grade levels.• Curriculum includes digital learning resources to enhance instruction.
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Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

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 <div>Clubs and Activities:</div>	Free afterschool classes are offered throughout the year in every grade level. Classes are led by our certified teachers and focus on a variety of differing topics in STEAM areas. Students and Grades 3-5 partiipate in the Perennial Math Competition. Through our Gifted and Talented Program, students participate in local learning competitions with other districts.
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Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

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 <div>Staff and Professional Learning:</div>	In house professional development is lead by our teachers through the Hanover Township Educator Academy. Grade Level and Subject Area meetings occur monthly to increase collaboration across the district and analyze student data to improve instruction. Teachers select outside professional development that aligns with their professional development plan. District Professional Development Days throughout the year target specific learning for groups and align to our district goals.
 <div>Student Supports and Services:</div>	ELL services are provided daily to acquire English Language proficiency. Students with disabilities have individual goals addressed through their IEPs. Struggling general education student needs are met through our Basic Skills Program. I&RS team identifies and offers support for students struggling with academics as well as social/emotional development and behavioral development. Daily guidance counselor support is available for all of our students.
 <div>Parent and Community Involvement:</div>	Active PTA provides school and family events to enhance school programs including: cultural arts presentations, family involvement events, and regular meetings and communication. Partnership with local businesses to support student learning and curriculum initiatives. Service projects that support the larger community. Parents are invited to grade level performances, school concerts, and special instructional fairs.




Salem Drive School
2016-2017
Grade Span KG-05

27-2000-060
MORRIS
HANOVER TWP
29 SALEM DRIVE
WHIPPANY, NJ 07981

School Narrative

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

<div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>All stakeholders are surveyed annually and results are reviewed by school safety teams, administration and other staff.</div>
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School Narrative

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



Other Information:

Salem Drive School is a K-5 elementary school of about 260 students which values a strong sense of community. At Salem Drive School, we support the academic, social and emotional development of students through a rigorous curriculum, a highly professional, dedicated staff, a caring parental community, and the development of conscientious, hardworking students. As one of our four schools in Hanover Township, we work collaboratively to promote learning excellence throughout the town. We are committed to creating a child-centered environment, where the individual strengths of the child are celebrated and developed. The teaching staff focuses on strengthening each child’s unique approach to learning and addressing the needs of students through differentiated instruction. The PTA provides extensive activities for the child and staff to enhance the curriculum. Some of these activities include various curriculum related programs, many of them focusing on our building level objectives, as well as alternate funding and evening activities for students to make the school an enjoyable place to grow and learn. The students and the entire staff appreciate and support their efforts. During the 2016-2017 school year, the students and professional staff worked on various district goals: Prepare for the implementation of the New Jersey Quality Single Accountability Continuum (NJQSAC) through the use of District Performance Review Indicators; Based on the findings/results of the recently completed facilities “needs assessment” review, develop a multi-year plan to address the areas that have been identified as “Areas in need of improvement”; Enhance school district communication with the community; Enrich the learning experiences of Hanover Township students through the expanded use of digital learning. Salem Drive School continues to be a wonderful place that celebrates individual student achievement and facilitates creative opportunities for students.