



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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District Contact Info

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

Type	Contact Information
County	SUSSEX
District	STANHOPE BORO
Superintendent Name	MR. HAGEMANN
Address	24 VALLEY ROAD STANHOPE, NJ 07874
Phone Number	(973)347-0008
Email Address	SHAGEMANN@STANHOPESCHOOLS.ORG
Website	https://www.stanhopeschools.org
Facebook	https://www.facebook.com/StanhopeVRS/
Twitter	https://twitter.com/stanhopevrs



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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
VALLEY ROAD SCHOOL	PK-08



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	14	13	25
KG	26	38	39
1	29	24	37
2	39	25	26
3	41	42	27
4	37	39	37
5	28	37	40
6	36	26	40
7	29	32	24
8	42	34	32
Total	321	310	327

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.8%	53.2%	51.4%
Male	49.2%	46.8%	48.6%
Economically Disadvantaged Students	15.6%	15.8%	15.9%
Students with Disabilities	19.6%	25.8%	26.6%
English Learners	2.5%	3.9%	3.7%
Homeless Students		0.0%	0.9%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	78.2%	76.1%	75.2%
Hispanic	12.8%	15.2%	17.4%
Black or African American	4.4%	4.2%	2.8%
Asian	4.0%	3.9%	3.7%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.0%	0.6%	0.9%

Enrollment Trends by Full/ Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	4	1	14
PK - Full Day	10	12	11
KG - Half Day	0	0	0
KG - Full Day	26	38	39

Enrollment by Home Language

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

Home Language	% of Students
English	96.3%
Spanish	2.4%
Other Languages	1.2%



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

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

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

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	47	50	Met Standard	56	50	Met Standard
White	47	50	Met Standard	61	51	Exceeds Standard
Hispanic	46	49	Met Standard	42	48	Met Standard
Black or African American	*	44	**	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	61	**	*	61	**
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	N	49	**	N	51	**
Economically Disadvantaged	42	48	Met Standard	34.5	47	**
Students with Disabilities	41	41	Met Standard	39.5	43	Not Met
English Learners	*	54	**	*	51	**



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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

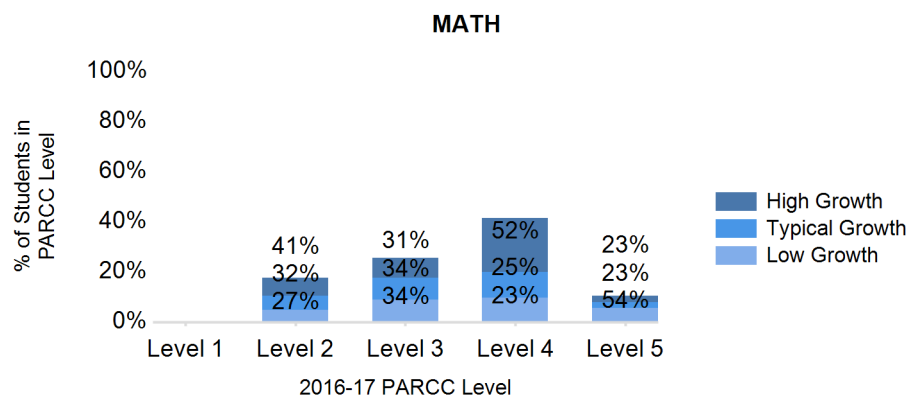
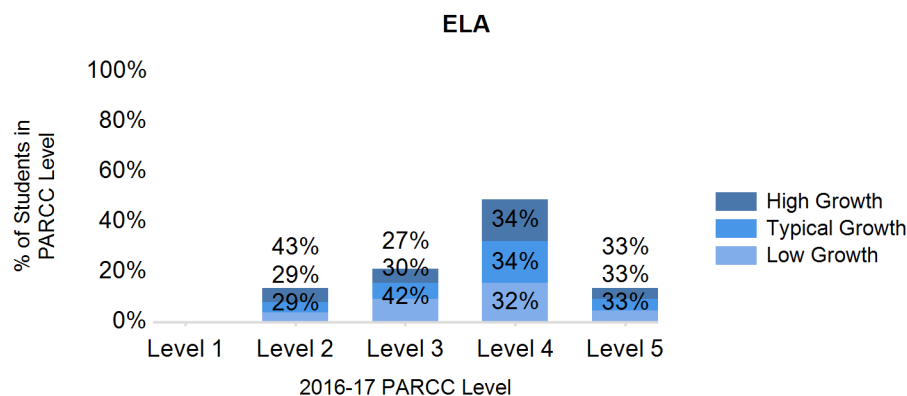
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

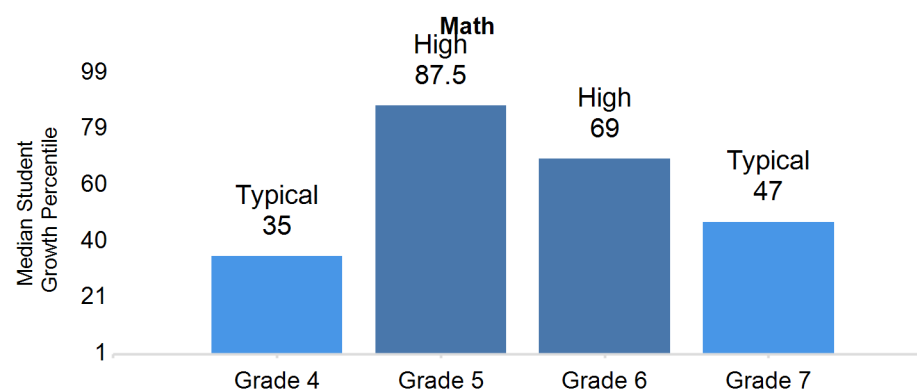
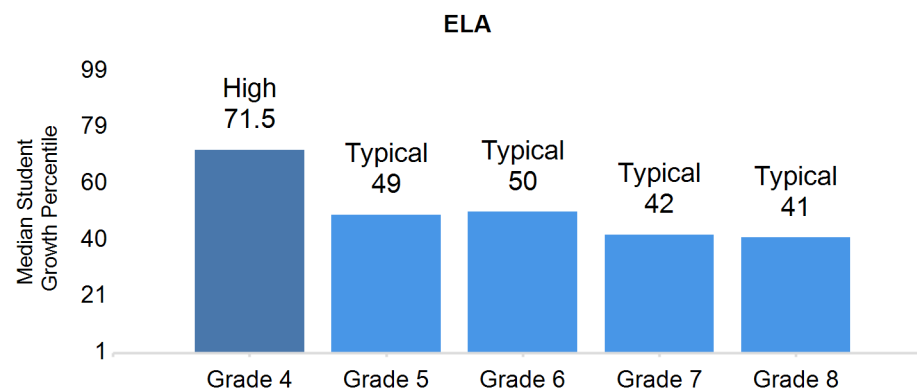
Student Growth by Performance Level

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



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	192	97.5	60.4	56.7	60.4	58.3	Met Target
White	142	96.6	63.3	65.6	63.3	62.8	Met Target
Hispanic	34	100.0	55.9	42.5	55.9	44.6	Met Target
Black or African American	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	63.4	N	**	**
Female	100	97.1	71.0	64.5	71.0		
Male	92	97.9	49.0	49.4	49.0		
Economically Disadvantaged Students	28	93.9	32.1	38.5	31.6	43.5	Met Target†
Non-Economically Disadvantaged Students	164	98.2	65.3	67.5	65.3		
Students with Disabilities	57	93.7	24.6	21.6	24.6	27.6	Met Target†
Students without Disabilities	135	99.3	75.5	63.9	75.5		
English Learners	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	59.4	*		
Homeless Students	N	N	N	27.7	N		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	26	757	750	*	*	*	*	*	65%	52%
White	20	762	759	0%	*	*	*	*	65%	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	758	N	N	N	N	N	N	58%
Female	12	766	756	*	*	*	*	*	83%	57%
Male	14	748	744	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	35	766	756	*	*	*	37%	34%	71%	58%
White	25	772	764	*	*	*	40%	40%	80%	68%
Hispanic	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	763	N	N	N	N	N	N	63%
Female	19	774	762	*	*	*	*	*	79%	63%
Male	16	757	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	10	741	726	*	*	*	*	*	30%	25%
Students without Disabilities	25	776	762	*	*	*	*	*	88%	64%
English Learners	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	36	760	755	*	*	*	*	*	69%	58%
White	30	758	763	*	*	*	*	*	70%	68%
Hispanic	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	763	N	N	N	N	N	N	65%
Female	16	773	762	*	*	*	*	*	88%	66%
Male	20	749	749	*	*	*	*	*	55%	51%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	13	734	724	*	*	*	*	*	31%	22%
Students without Disabilities	23	774	762	*	*	*	*	*	91%	65%
English Learners	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	36	760	757	*	*	*	*	*	69%	60%
Homeless Students	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	38	750	754	*	*	34%	*	*	47%	56%
White	27	751	761	*	*	*	*	*	48%	66%
Hispanic	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	761	N	N	N	N	N	N	64%
Female	21	760	761	*	*	*	*	*	62%	64%
Male	17	738	748	*	*	*	*	*	29%	48%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	13	731	723	*	*	*	*	*	15%	18%
Students without Disabilities	25	759	760	*	*	*	*	*	64%	63%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	38	750	755	*	*	34%	*	*	47%	*
Homeless Students	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	23	757	760	*	*	*	*	*	61%	63%
White	14	767	768	0%	*	*	*	*	71%	72%
Hispanic	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	767	N	N	N	N	N	N	68%
Female	11	758	769	*	*	*	*	*	64%	72%
Male	12	757	752	*	*	*	*	*	58%	54%
Economically Disadvantaged Students	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	768	*	*	*	*	*	*	71%
English Learners	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	32	764	759	*	*	38%	*	*	47%	60%
White	23	769	767	*	*	*	*	*	52%	70%
Hispanic	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	766	N	N	N	N	N	N	66%
Female	20	768	768	*	*	*	*	*	55%	69%
Male	12	756	751	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	32	764	761	*	*	38%	*	*	47%	*
Homeless Students	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%

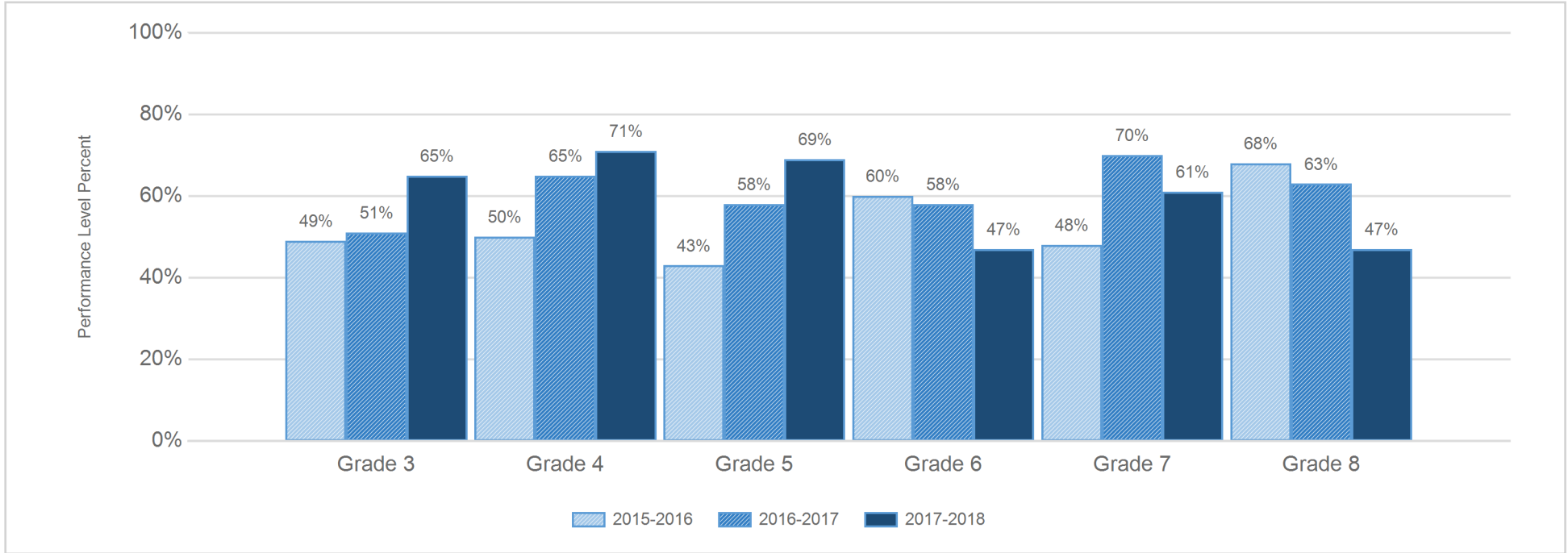


STANHOPE BORO
 (37-5030)
 Grades Offered: PK-08
 2017-2018

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts/Literacy Assessment - Performance Trends

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





STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

Report Key:

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	192	97.5	53.6	45.0	53.6	49.1	Met Target
White	142	96.6	58.5	54.1	58.5	54.4	Met Target
Hispanic	34	100.0	38.3	29.2	38.3	28	Met Target
Black or African American	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	53.0	N	**	**
Female	100	97.1	58.0	46.0	58.0		
Male	92	97.9	48.9	43.9	48.9		
Economically Disadvantaged Students	28	93.9	14.3	26.6	14.0	34	Not Met
Non-Economically Disadvantaged Students	164	98.2	60.3	55.9	60.3		
Students with Disabilities	57	93.7	21.0	17.1	21.0	24.1	Met Target†
Students without Disabilities	135	99.3	67.4	50.5	67.4		
English Learners	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	46.9	*		
Homeless Students	N	N	N	17.3	N		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	26	759	752	*	*	*	*	*	65%	53%
White	20	767	760	0%	*	*	*	*	75%	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	757	N	N	N	N	N	N	59%
Female	12	752	752	*	*	*	*	*	58%	53%
Male	14	764	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

Report Key:

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	35	747	748	*	*	29%	46%	0%	46%	49%
White	25	753	755	*	*	*	56%	0%	56%	60%
Hispanic	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	752	N	N	N	N	N	N	55%
Female	19	748	748	*	*	*	*	*	53%	50%
Male	16	745	748	*	*	*	*	*	38%	49%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	10	725	725	*	*	*	*	*	30%	22%
Students without Disabilities	25	755	753	*	*	*	*	*	52%	55%
English Learners	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

Report Key:

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	36	757	748	*	*	31%	*	*	58%	49%
White	30	755	756	*	*	33%	*	*	53%	60%
Hispanic	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	754	N	N	N	N	N	N	55%
Female	16	762	749	*	*	*	*	*	69%	50%
Male	20	753	747	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	13	740	726	*	*	*	*	*	23%	20%
Students without Disabilities	23	767	752	*	*	*	*	*	78%	55%
English Learners	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	36	757	750	*	*	31%	*	*	58%	51%
Homeless Students	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	38	749	744	*	*	34%	*	*	50%	44%
White	27	750	751	*	*	*	*	*	56%	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	749	N	N	N	N	N	N	52%
Female	21	754	745	*	*	*	*	*	57%	45%
Male	17	742	742	*	*	*	*	*	41%	42%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	13	726	717	*	*	*	*	*	15%	13%
Students without Disabilities	25	761	748	*	*	*	*	*	68%	49%
English Learners	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	38	749	745	*	*	34%	*	*	50%	45%
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	23	747	743	*	*	*	*	*	52%	43%
White	14	760	750	*	*	*	*	*	71%	54%
Hispanic	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	748	N	N	N	N	N	N	51%
Female	11	738	745	*	*	*	*	*	45%	45%
Male	12	756	741	*	*	*	*	*	58%	42%
Economically Disadvantaged Students	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%



STANHOPE BORO
(37-5030)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	19	726	728	*	*	*	*	*	21%	28%
White	14	734	736	*	*	*	*	*	21%	36%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	729	N	N	N	N	N	N	28%
Female	*	*	731	*	*	*	*	*	*	31%
Male	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	19	726	729	*	*	*	*	*	21%	29%
Homeless Students	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	13	780	746	0%	0%	*	*	*	92%	46%
White	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	755	N	N	N	N	N	N	54%
Female	*	*	748	*	*	*	*	*	*	48%
Male	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	13	780	752	0%	0%	*	*	*	92%	52%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	13	780	749	0%	0%	*	*	*	92%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%

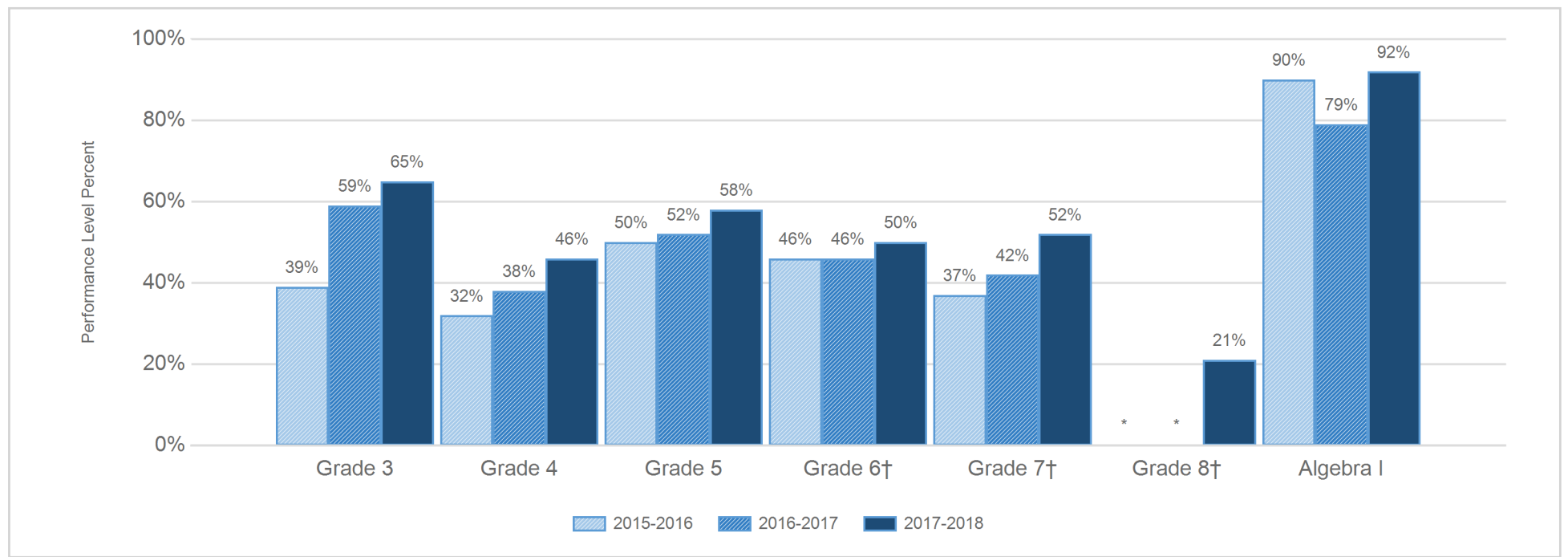


STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

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





STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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

NJASK Science Assessment Information

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



STANHOPE BORO
(37-5030)
Grades Offered: PK-08
2017-2018

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

Mathematics - Course Participation

This table shows the number of students who were enrolled in **Mathematics** courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	39
7	0	0	23
8	13	0	18
Total	13	0	80

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	39	0	0	0	0	0	0
7	22	0	0	0	0	0	0
8	30	0	0	0	0	0	0
Total	91	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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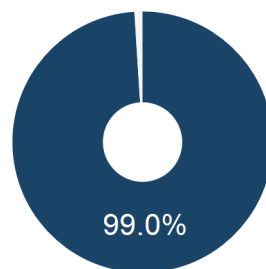
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Visual and Performing Arts – Course Participation

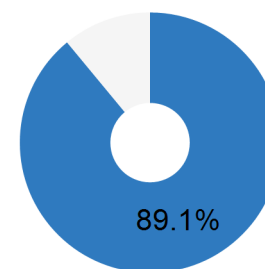
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

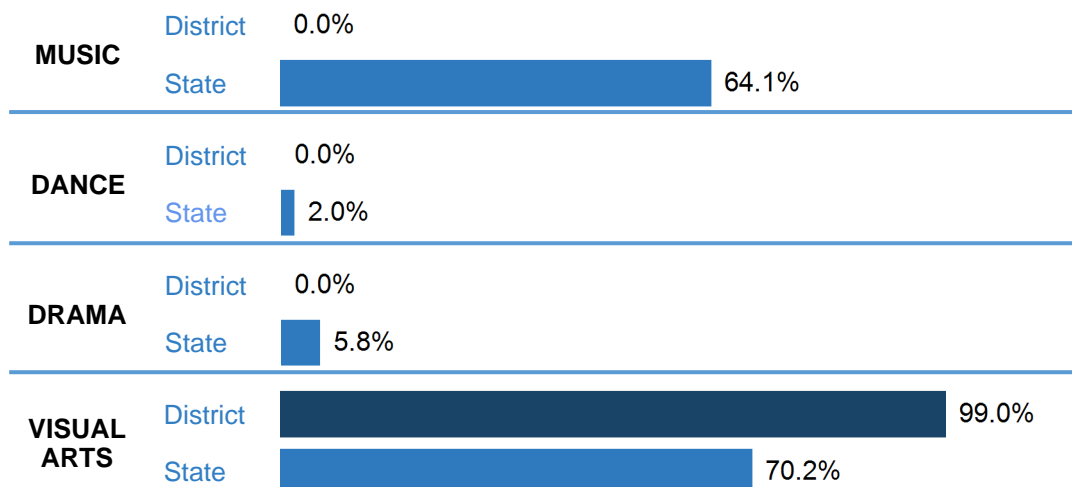


District



State

Students enrolled in one or more classes by discipline:





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

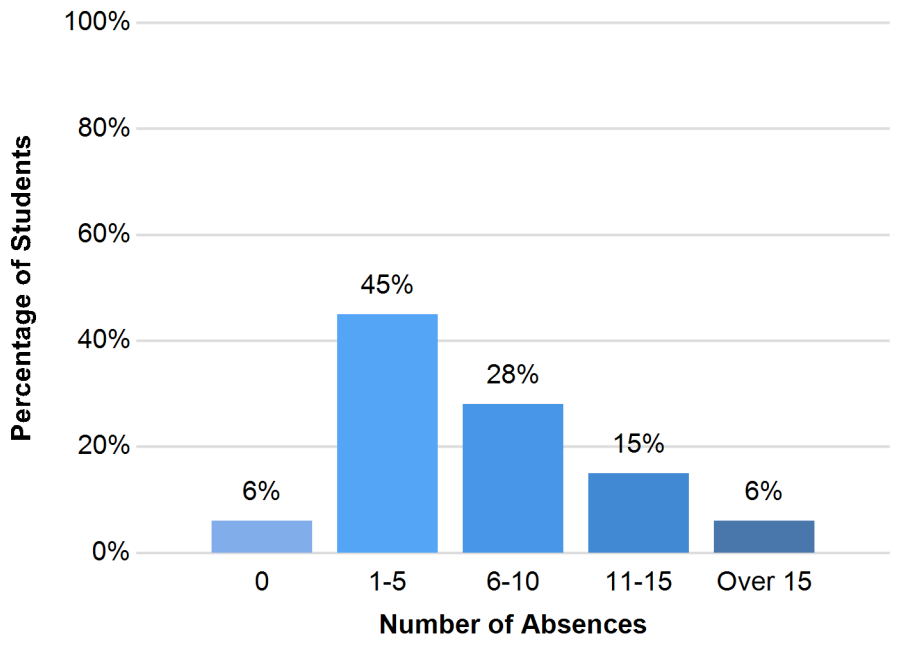
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	11	3.7	9.1	Met
White	7	3.2	9.1	Met
Hispanic	4	7.4	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	11.8	9.1	Not Met
Students with Disabilities	5	6.4	9.1	Met
English Learners	2	16.7	**	**

Days Absent

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





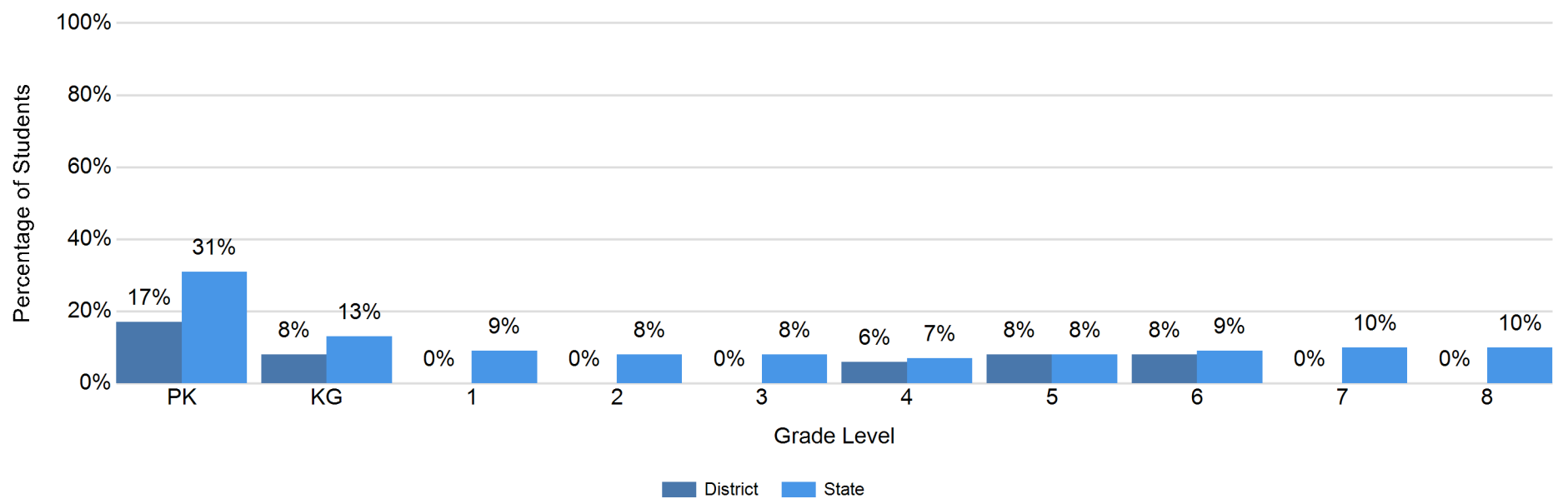
STANHOPE BORO
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Chronic Absenteeism by Grade

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





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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.75

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$418	\$16,644	\$17,062



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Key terms for staff data:

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	32	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	53.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,374
Average years experience in public schools	8.3	16.0
Average years experience in district	2.7	12.0
Administrators in district for 4 or more years	0.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	109:1
Teachers to Administrators	11:1
Students to Librarian/Media Specialists	N
Students to Nurses	327:1
Students to Counselors	327:1
Students to Child Study Team	82:1



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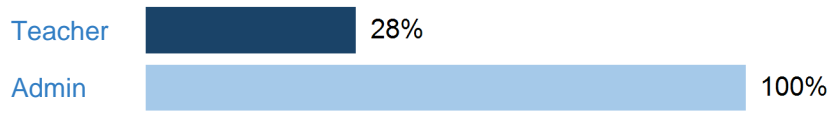
Teachers and Administrators - Level of Education

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

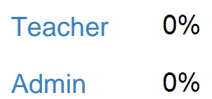
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.2%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.6%	0.0%
Male	9.4%	100.0%
White	96.9%	100.0%
Hispanic	0.0%	0.0%
Black or African American	3.1%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Met Target	N	Met Standard	Met Standard	**	Met
White	Met Target	Met Target	N	Met Standard	Exceeds Standard	n/a	Met
Hispanic	Met Target	Met Target	N	Met Standard	Met Standard	n/a	Met
Black or African American	**	**	N	**	**	n/a	**
Asian, Native Hawaiian, or Pacific Islander	**	**	N	**	**	n/a	**
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	**	**	N	**	**	n/a	**
Economically Disadvantaged Students	Met Target†	Not Met	N	Met Standard	**	n/a	Not Met
Students with Disabilities	Met Target†	Met Target†	N	Met Standard	Not Met	n/a	Met
English Learners	**	**	N	**	**	**	**

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






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District 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The District offers a wide array of instructional technology to staff and student. Aside from the 1:1 Chromebook initiative, each classroom has a document camera and interactive whiteboard. • The District offers a wide array of student clubs, including Robotics, Ski Club, Diversity & Manners, Yearbook, Battle of the Books, Fine Arts, Student Government, TREP\$, and Girls on the Run. • Reading & Writing Workshop is used as the primary approach to language arts instruction. Students read books at their individual level and instruction is relevant, meaningful, and targeted.
 <p>Mission, Vision, Theme:</p>	<p>Stanhope School District will provide a diverse and challenging educational environment that encourages individual initiatives, fosters success through teamwork, promotes accountability, and demonstrates a passion for educational excellence. The Stanhope School District is committed to the development of our Students and Staff, so that individual aspirations can be achieved throughout their lifetime.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>NJ Safe Routes to School Silver Level Recognition, #WEAREVRS staff recognition program, award winning Band and Chorus program, Middle School participation in HS award winning marching band, County Veterans Day Essay Contest winner, Battle of the Books Club won first place at Regional Competition, Excellence Award earned by the Middle School Concert Band and Treble at the annual Dorney Park Adjudication.</p>



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Courses, Curriculum, Instruction:

The School engages students through the Google Classroom model. This model increases student participation, family communication, and expands the variety and differentiation of instruction by drawing resources and materials to supplement and complement the excellent delivery of instruction in the classroom and the updated materials utilized by the faculty. In addition, Algebra and Geometry are offered to students that qualify and the school has continued to offer an engineering program to all students in grades K-8. Robotics instruction within the school day has begun, in addition to related after-school activities. TREP\$, which is a program that promotes entrepreneurship is also offered at the middle school level, and as a culminating activity, students sell products that they have invented, improved, or modified at a schoolwide marketplace.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls)

The Stanhope School District has competitive boys and girls basketball teams that compete with other schools throughout the Sussex County Region. This includes both Varsity and Junior Varsity competition.



Clubs and Activities:

Students at the Stanhope School District are provided with opportunities to participate in Ski Club, Robotics Club, Diversity & Manners Club, Fitness/Running Club, Yearbook Club, Fine Arts Club, Student Government, TREP\$, and Girls on the Run. In addition, students compete in the schoolwide Spelling Bee each year and in a regional 'Battle of the Books' competition.



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Before and After School Programs:

Before and After school care at the Stanhope School District is offered by AlphaBest. Care is provided in the morning from 6:30 am to 8:00 am, and in the afternoon from 2:35 pm through 6:30 pm.



Staff and Professional Learning:

The staff participates in a wide variety of professional development opportunities through in-service and off site program. All teachers in grades PreK-3, both general education and special education are Orton-Gillingham trained. The teachers receive training and in-class coaching for Readers Writers Workshop and nationally recognized presenters in mathematics K-8. Training has been provided to support the Standards Based Grading initiative, the use of the Google education suite, and Response to Intervention (RTI). Lastly, the District has undergone a Flexible PD (Flex PD) initiative that allows and encourages certificated staff to attend meaningful and targeted PD outside of contractual hours in lieu of attending on-site professional development days.






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 <p>Student Supports and Services:</p>	<p>The Stanhope School District offers students comprehensive academic support across all age and ability levels. The school utilizes full I&RS and section 504 committees, a complete CST, and provides ESL services to all qualified students. Multiple self contained programs are offered to the most significantly disabled students, including BD, ASD, LLD, and PSD programs. Staff are available to provide speech, OT, PT, counseling and social skills support to students. ESY programming is available to students qualifying with special needs, in addition to summer enrichment and basic skills programming available to all students.</p>
 <p>Student Health and Wellness:</p>	<p>The Stanhope School District considers student health and wellness to be of the utmost importance. In addition to the implementation of schoolwide Health curriculum, various programs and assemblies are offered to promote healthy choices, positive mental health and suicide prevention. Some programs include Child Assault Prevention (CAP) and Teen CAP offered by the center for prevention, Hidden in Plain Sight, and internet safety trainings provided to students and parents. In addition, the school offers recess every day for all students, physical education everyday day for middle school with a minimum of 150 minutes of PE, health, and character education for students in K-5, and opportunities to participate in clubs and athletics after school that promote physical fitness.</p>
 <p>Parent and Community Involvement:</p>	<p>The District has an active Home School Association (HSA) that supports instructional programs, educational activities, and social-emotional development events. The school has a strong partnership with the municipal leaders and institutions that are reciprocal in nature. Community relationships that support the schools mission and vision, and provide relevant programming include the local Shoprite, the Stanhope Environmental Commission, Local Police Department, and Fire Department. In addition, Transoptions provides traffic safety programming for elementary students and various events are planned throughout the year that include the community, including Career Day, the Veteran's Day recognition, and Arbor Day.</p>



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Facilities:

The Stanhope School District has undergone extensive security upgrades to ensure the safety of its students and staff. In addition, a full-size media center is used as a center for extended learning, the gymnasium floor has been refinished, a new playground has been installed, and a life-skills classroom to support students with special needs. The building is partially air conditioned.



School Safety:

The Stanhope School District significantly upgraded facilities and procedures to ensure the safest possible school environment. In addition to consistently drilling and assessing security drills and procedures throughout the year, the campus is equipped with security cameras inside and outside the facility. A new security vestibule was installed that requires visitors to go through a two-tier process to enter the building, and a 'panic button' system was recently installed to immediately notify local police and those in the building of an emergency situation. For after school activities, a new security gate was installed to restrict visitors to only a small section of the building when the main office is closed. Lastly, school officials are consistently in close communication with local law enforcement and other emergency services.



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Technology and STEM:

The District continues to participate in a 1:1 Chromebook initiative, offering a Chromebook to all students and staff. New devices were purchased for implementation in June of 2018. In addition, every classroom is equipped with an interactive SMART Board and document camera. The STEM course offered K-8 is focused on engineering and Robotics/Coding is offered afterschool, with a greater focus being placed on in-school instruction. Google Drive and Google Classroom is used extensively throughout the school as a classroom management tool and to efficiently collaborate with students and between students.