



## BUNKER HILL MIDDLE SCHOOL

2016-2017


Grade Span 06-08

15-5500-020  
GLOUCESTER  
WASHINGTON TWP  
372 PITMAN DOWNER RD  
SEWELL, NJ 08080

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.state.nj.us](mailto:reportcard@doe.state.nj.us)

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**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.



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## 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	235	221	184
7	217	221	205
8	222	221	210
Ungraded	0	20	11
<b>Total</b>	<b>674</b>	<b>683</b>	<b>610</b>

## 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%	51%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	18%	20%	20%
Students with Disabilities	17%	17%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
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	81.1%
Black or African American	6.1%
Hispanic	5.2%
Asian	5.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.3%

## 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	97.9%
<i>Other</i>	2.2%



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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 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	552	97.4	54.40	52.10	54.90	54.4	53.1	Met Target
White	452	97.2	55.10	53.40	63.90	55.1	52.7	Met Target
Hispanic	28	96.9	35.70	40.50	39.80	35.7	51.5	Not Met
Black or African American	31	97.2	48.40	*	35.20	48.4	33.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	70.30	70.50	80.70	70.3	80	Met Target†
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	14	100.0	50.00	49.00	54.90	50	**	**
Female	278	97.7	64.70	61.00	62.20	64.7		
Male	274	97.0	43.80	43.30	48.10	43.8		
Economically Disadvantaged Students	102	97.3	34.30	35.30	36.20	34.3	36.4	Met Target†
Non-Economically Disadvantaged Students	450	97.4	58.90	55.90	65.80	58.9		
Students with Disabilities	76	95.1	17.10	*	20.50	17.1	19.1	Met Target†
Students without Disabilities	476	97.7	60.30	*	61.90	60.3		
English Learners	12	100.0	33.30	26.80	25.20	33.3	**	**
Non-English Learners	540	97.3	54.80	52.30	57.40	54.8		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	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.



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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 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
<b>Schoolwide</b>	181	755	753	752	*	9%	35%	46%	*	54%	54%
White	142	757	755	758	*	9%	32%	51%	*	59%	63%
Hispanic	15	739	740	740	0%	*	67%	*	0%	13%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	763	767	776	*	*	*	*	*	57%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	90	761	759	758	*	*	30%	50%	*	62%	61%
Male	91	749	748	746	*	*	41%	43%	*	46%	46%
Economically Disadvantaged Students	29	744	742	737	*	*	59%	*	0%	28%	34%
Non-Economically Disadvantaged Students	152	757	756	761	*	*	31%	*	9%	59%	65%
Students with Disabilities	21	733	728	722	*	*	*	*	0%	33%	17%
Students without Disabilities	160	758	757	758	*	*	*	*	9%	57%	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	*	*	*	727	*	*	*	*	*	*	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%



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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 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
<b>Schoolwide</b>	200	753	752	756	9%	13%	22%	38%	19%	57%	59%
White	163	754	754	764	7%	12%	23%	39%	19%	58%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	94	767	763	764	*	*	19%	45%	28%	72%	68%
Male	106	740	741	749	*	*	24%	31%	11%	43%	51%
Economically Disadvantaged Students	36	733	733	739	*	*	28%	*	*	31%	40%
Non-Economically Disadvantaged Students	164	757	756	766	*	*	20%	*	*	62%	70%
Students with Disabilities	25	711	712	719	*	*	*	*	*	*	19%
Students without Disabilities	175	759	757	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	200	753	752	758	9%	13%	22%	38%	19%	57%	*
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%



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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 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
<b>Schoolwide</b>	204	754	754	757	7%	11%	28%	47%	7%	54%	59%
White	168	753	754	764	7%	12%	28%	46%	7%	54%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	15	758	752	738	0%	*	*	67%	0%	67%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	110	762	764	766	*	*	23%	53%	*	65%	68%
Male	94	744	744	749	*	*	34%	40%	*	43%	50%
Economically Disadvantaged Students	36	747	740	739	*	*	*	50%	*	53%	40%
Non-Economically Disadvantaged Students	168	755	757	766	*	*	*	46%	*	55%	69%
Students with Disabilities	24	717	716	718	*	*	*	*	*	13%	18%
Students without Disabilities	180	758	760	764	*	*	*	*	*	60%	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	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

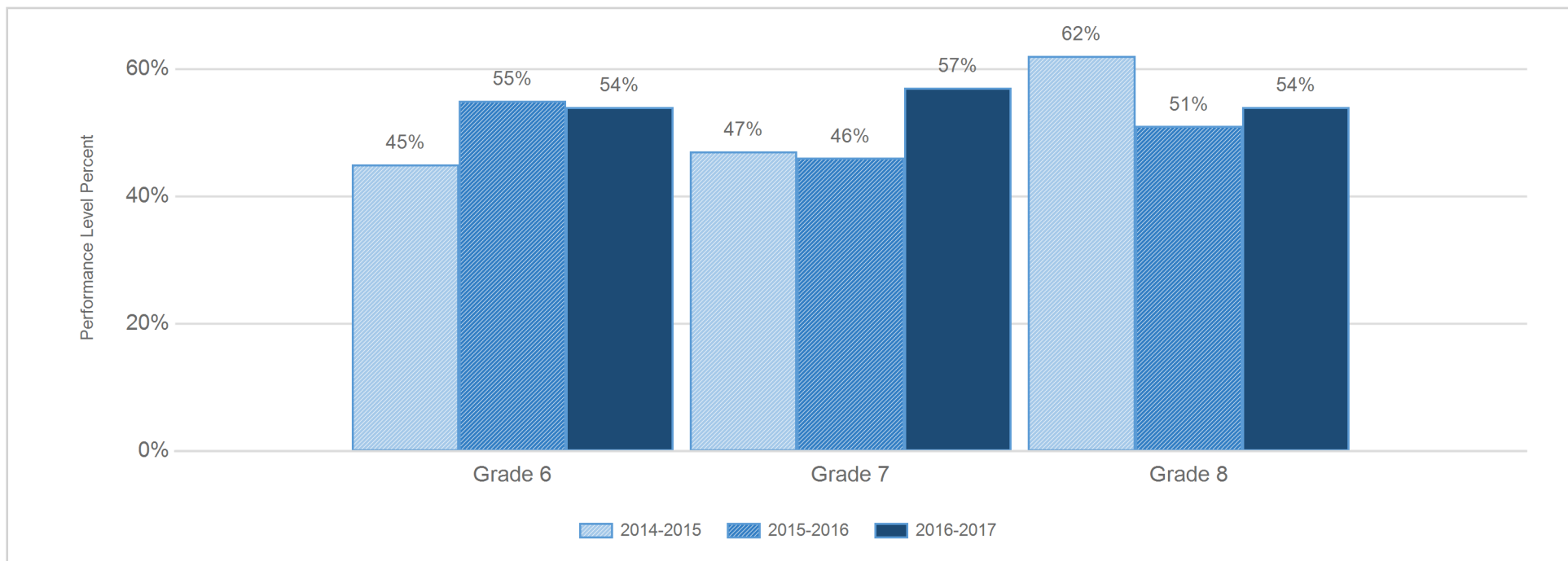


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**English Language Arts/Literacy Assessment - Performance Trends**

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







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**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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](#).

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Schoolwide	553	97.5	41.30	39.80	43.50	41.3	41.7	Met Target†
White	453	97.4	41.20	41.00	52.40	41.2	41.2	Met Target
Hispanic	28	96.9	25.00	32.20	27.60	25	35.6	Met Target†
Black or African American	31	97.2	29.00	19.60	21.70	29	19	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	66.60	56.80	75.60	66.6	73.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	14	100.0	50.00	44.00	44.90	50	**	**
Female	279	98.0	40.90	40.10	44.10	40.9		
Male	274	97.0	41.60	39.70	42.90	41.6		
Economically Disadvantaged Students	102	97.3	25.50	*	25.10	25.5	23.9	Met Target
Non-Economically Disadvantaged Students	451	97.6	44.70	*	54.30	44.7		
Students with Disabilities	76	95.1	*	15.30	16.50	*	12.1	Not Met
Students without Disabilities	477	97.9	*	44.50	48.80	*		
English Learners	12	100.0	*	20.40	23.30	*	**	**
Non-English Learners	541	97.5	*	40.10	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	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.



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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 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.

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<b>Schoolwide</b>	181	740	739	743	*	18%	40%	33%	*	35%	44%
White	142	742	741	751	*	16%	43%	34%	*	37%	54%
Hispanic	15	720	724	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	749	752	771	*	*	*	*	*	50%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	90	740	738	745	*	20%	40%	32%	*	34%	45%
Male	91	739	739	742	*	17%	41%	33%	*	36%	43%
Economically Disadvantaged Students	29	729	728	728	*	38%	35%	*	*	21%	24%
Non-Economically Disadvantaged Students	152	742	742	752	*	15%	41%	*	*	38%	56%
Students with Disabilities	21	718	717	717	*	*	*	*	*	*	13%
Students without Disabilities	160	743	742	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	*	*	*	717	*	*	*	*	*	*	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.



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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 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.

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<b>Schoolwide</b>	200	740	738	741	*	18%	43%	31%	*	34%	40%
White	163	742	741	748	*	15%	44%	32%	*	35%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	94	742	741	743	*	15%	48%	32%	*	34%	41%
Male	106	739	736	740	*	21%	38%	30%	*	34%	38%
Economically Disadvantaged Students	36	726	722	729	*	42%	39%	*	*	11%	22%
Non-Economically Disadvantaged Students	164	743	742	749	*	13%	43%	*	*	39%	50%
Students with Disabilities	25	713	709	716	*	*	*	*	*	*	11%
Students without Disabilities	175	744	743	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	200	740	*	742	*	18%	43%	31%	*	34%	*
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.



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## Mathematics Assessment - Performance by Grade: Grade 8\*\*

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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
<b>Schoolwide</b>	146	738	732	728	10%	16%	37%	37%	0%	37%	28%
White	119	737	733	736	10%	18%	36%	36%	0%	36%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	15	749	734	715	0%	*	*	*	0%	40%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	73	734	732	730	*	16%	40%	30%	*	30%	30%
Male	73	743	732	725	*	16%	34%	44%	*	44%	26%
Economically Disadvantaged Students	31	737	722	719	*	*	32%	39%	*	39%	19%
Non-Economically Disadvantaged Students	115	739	735	734	*	*	38%	37%	*	37%	34%
Students with Disabilities	24	707	700	705	*	*	*	*	*	*	*
Students without Disabilities	122	744	739	734	*	*	*	*	*	*	*
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.



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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 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
<b>Schoolwide</b>	59	778	743	743	0%	0%	*	88%	*	98%	42%
White	50	775	*	751	0%	0%	*	92%	*	98%	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	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	38	776	743	744	*	*	*	87%	*	97%	43%
Male	21	780	742	741	*	*	*	91%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	59	778	*	747	0%	0%	*	88%	*	98%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	59	778	*	745	0%	0%	*	88%	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

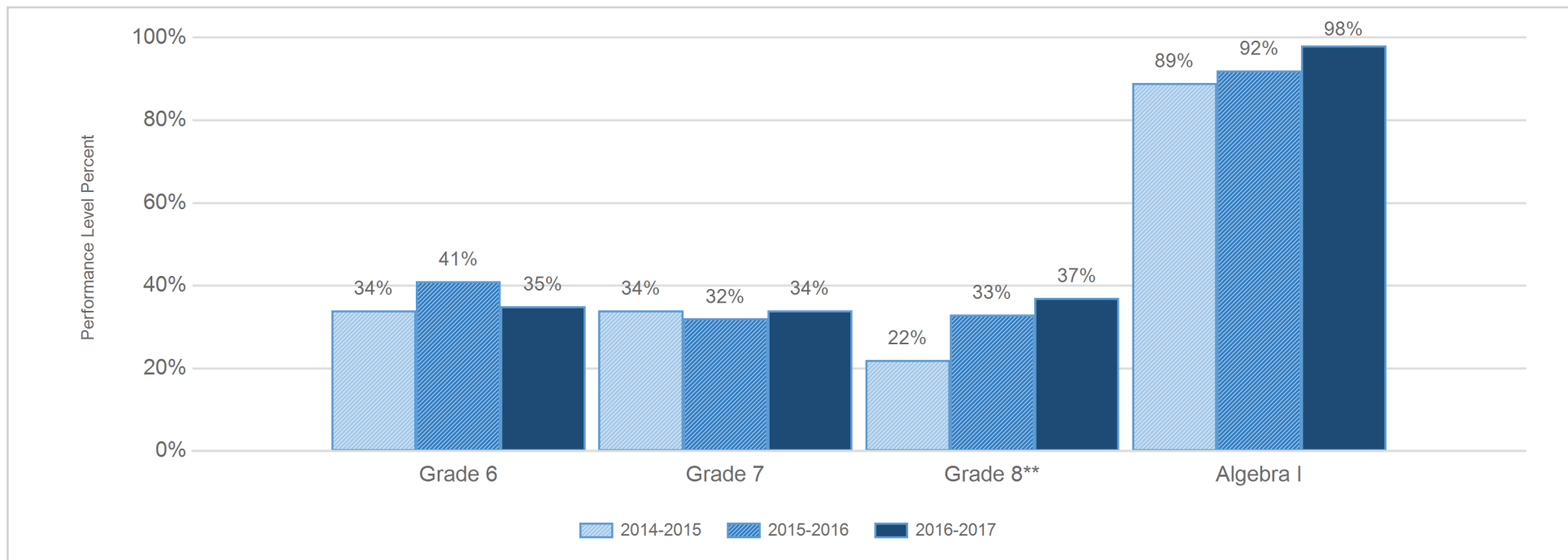


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**Mathematics Assessment – Performance Trends**

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.

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## 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	*	*
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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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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.

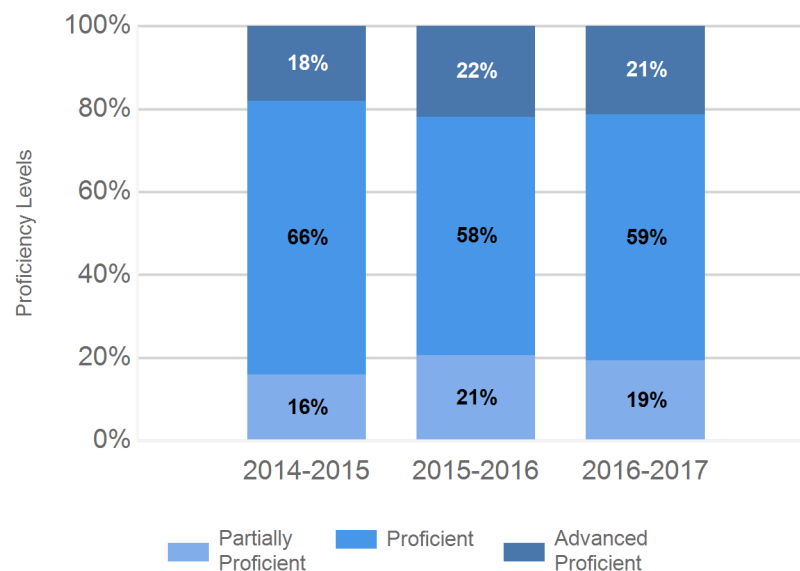
**NJASK Science Assessment Performance: Grade 8**

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	21%	59%	19%
White	21%	59%	20%
Hispanic	N	*	*
Black or African American	13%	73%	13%
Asian, Native Hawaiian, or Pacific Islander	*	46%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	17%	56%	28%
Students with Disabilities	4%	56%	40%
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.







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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	40	52	50	Met Target
White	53.5	52	50	Met Target	39	52	52	Not Met
Hispanic	45	51.5	49	Met Target	37	51	47	**
Black or African American	53	52	45	Met Target	42.5	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	73	66	60	Exceeds Target	71	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	40	*	51	**	38.5	*	52	**
Economically Disadvantaged	46.5	54	47	Met Target	37	49	46	Not Met
Students with Disabilities	48	47	41	Met Target	34	49	43	Not Met
English Learners	70	69	53	**	*	46	51	**

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



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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:

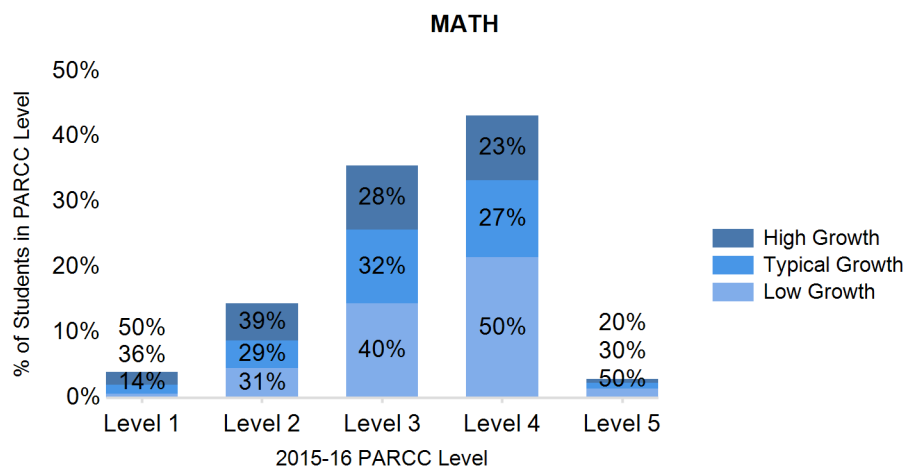
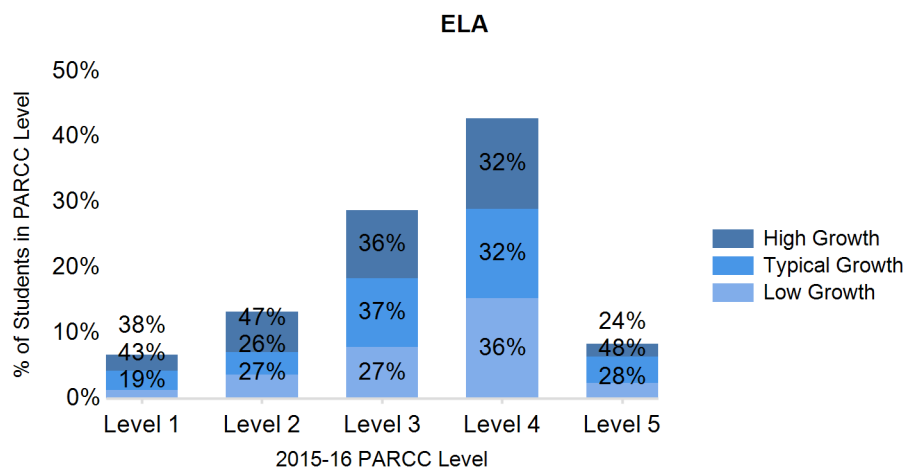
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**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

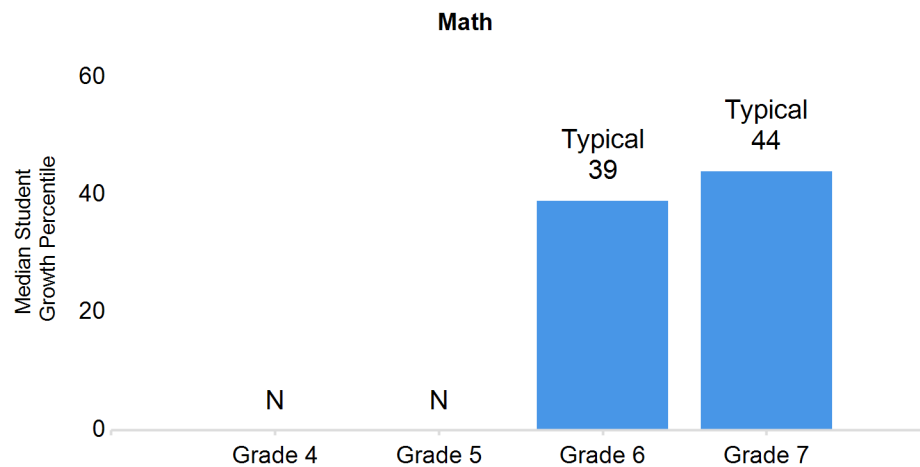
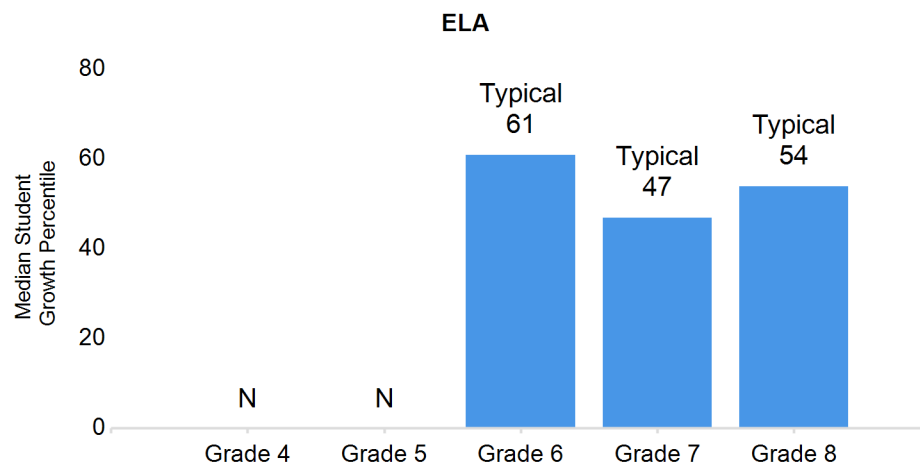
**Student Growth by Performance Level**

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.





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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	186
7	0	0	208
8	60	0	155
Schoolwide	60	0	549

## 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	84	47	0	0	26	0	0
7	2	127	0	0	23	0	0
8	77	51	0	0	37	0	0
Schoolwide	163	225	0	0	86	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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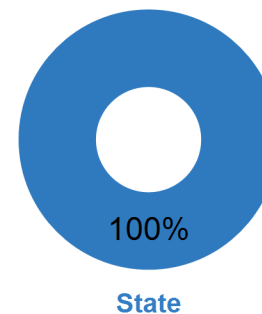
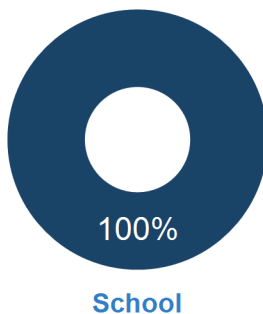
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Visual and Performing Arts – Course Participation

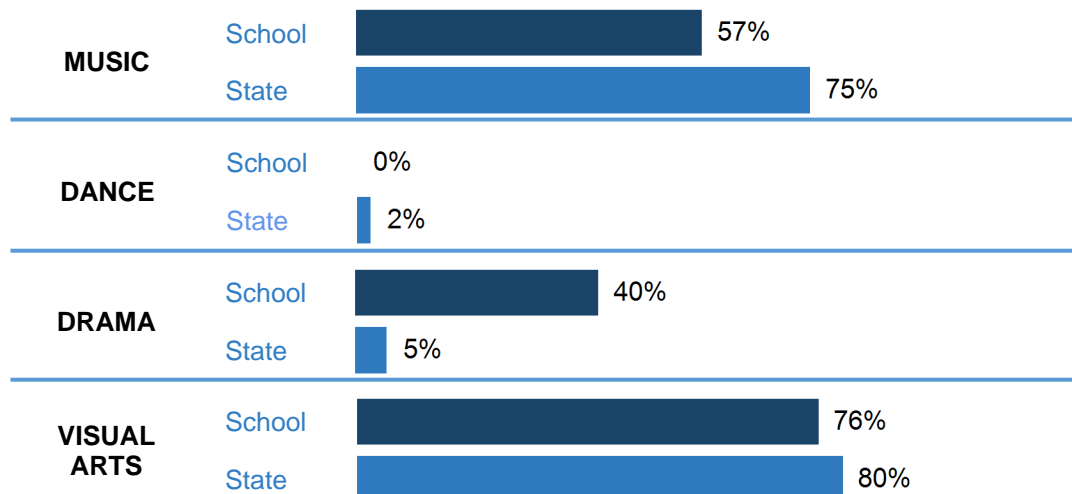
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:





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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**

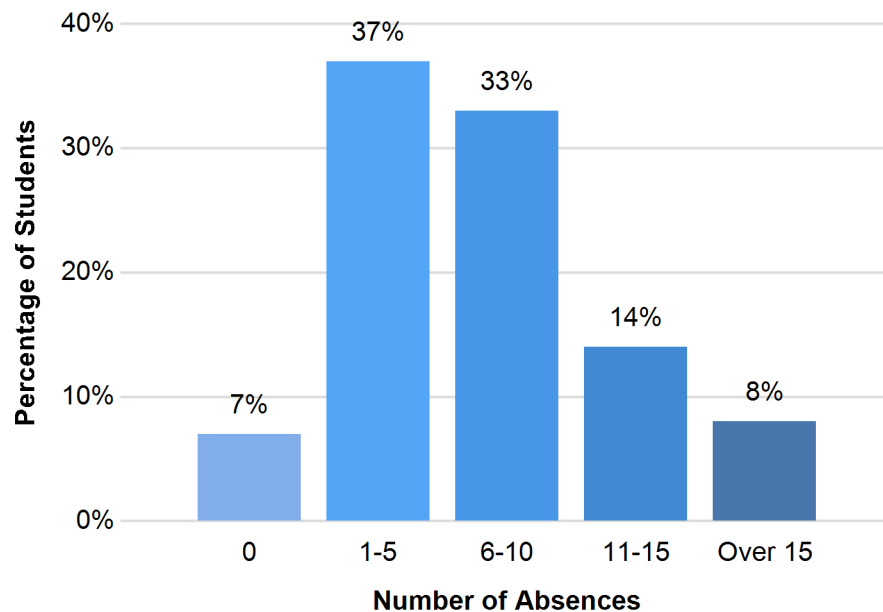
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.70	Met Target
White	6.90	8.70	Met Target
Hispanic	3.00	8.70	Met Target
Black or African American	5.40	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.10	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.60	8.70	Not Met
Students with Disabilities	14.10	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.





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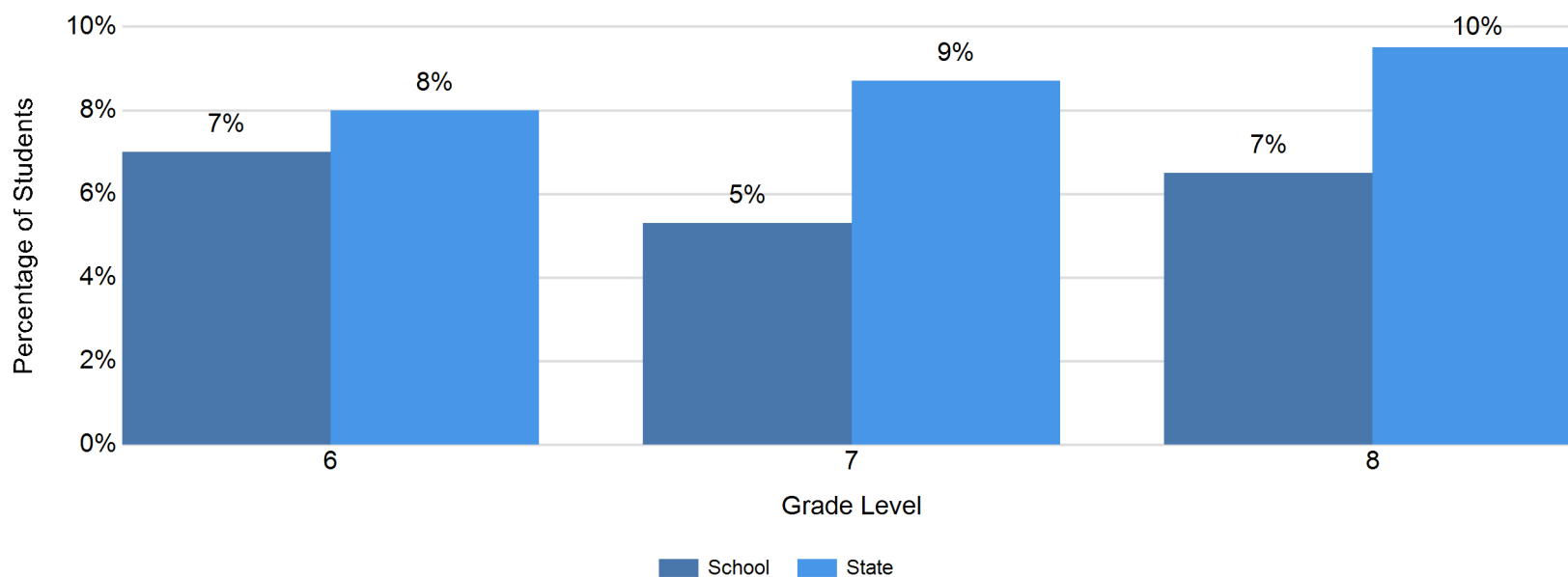
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### Chronic Absenteeism by Grade

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.





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## School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 55 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.48

## 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	3.3%
Out-of-School Suspensions	1.0%
Any Suspension	3.9%

## 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



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## 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	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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	\$412	\$16,165	\$16,577





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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	70	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	84%	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	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	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	610:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators 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	89%	89%
2015-16 Administrators: Same district 2016-17	90%	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	94%



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### 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	38.4	17.5%
Mathematics Proficiency	32.2	17.5%
English Language Arts Growth	63.8	25.0%
Mathematics Growth	15.6	25.0%
Chronic Absenteeism	56.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		40.7
<b>Summative Rating:</b> Percentile rank of Summative Score		34.8
<b>Requires Comprehensive Support:</b> 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.



## BUNKER HILL MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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## 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	40.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	30.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	42.2	11.9	No	Not Met	Met Target†	Met Target	Met Target	**	No
Black or African American	76.6	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	47.8	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	37.7	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	38.2	11.9	No	Met Target†	Not Met	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.



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School General Info

<b>Principal:</b>	Mr. D'Ostilio	<b>Email Address:</b>	<a href="mailto:mdostilio@wtps.org">mdostilio@wtps.org</a>
<b>Address:</b>	372 PITMAN DOWNER RD SEWELL, NJ 08080	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)881-7007	<b>Facebook:</b>	<a href="https://www.facebook.com/TWPSchools/">https://www.facebook.com/TWPSchools/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@Official_BHMS">https://twitter.com/@Official_BHMS</a>

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Integrated English Language Arts Curriculum aligned with NJSLs, partnering with Rowan University.</li> <li>• Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction.</li> <li>• Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students have the opportunity to experience advanced coursework at the middle level, including Advanced Math 7 &amp; 8, Advanced Science 7 &amp; 8, Advanced ESL, and Humanities. With the majority of our textbooks and resources online, students can access links to research, videos, and other authentic texts about any topic. Using these resources, our students identify real-world problems, study the trends, and create viable solutions that can be immediately implemented in our communities.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Co-ed), Wrestling (Boys)</p> <p>Our Middle level Sports and Athletic programs also participate in Project Unify, a form of Special Olympics which provides opportunities for our special needs population to participate alongside our athletes in areas such as track, bowling, basketball, and baccì ball. Unified sports provides a atmosphere where all students have a chance to play as one team.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We have 30+ clubs and activities. They include Band, Art Club, Chorus, Computer Club, Drama Club, Engineering Club, Future Acts, Grade Level Class Councils, Orchestra, Panther Pride (OV), Paws for Action, Stage Crew, Student Council, Tech Student Association, Yearbook, Adventure Club (BHMS), Anime Club (BH), Future Teachers of America (BH), Photography club, School Musical, Peer Leadership Club (CR), Newspaper, Prep Club, News Team, Greenhouse Club (BH), World Language Cultures Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Our Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p><b>Postsecondary Information:</b></p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the acadmic learner.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and visit during our Olweus parent days. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our School Climate Survey is collected annually from our staff, students, and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The Middle Level enjoys state of the art facilities where students can learn specialized subject matter in a professional environment, including Next-Generation Science labs, Construction, Technology, and Visual/Performing Arts labs, and distance learning, Skype capable classrooms. Our Media Center is the hub of our research based authentic problem solving activities and projects. ELA classrooms have flexible seating, tables, student conference centers, and brand new classroom libraries.</p>





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At the Middle Level, we look at the middle school years for our students as a journey where students are constantly encouraged to set and meet their academic and social/emotional goals. Highlights of this philosophy are: 1)Bolstering positive school climate through the continued implementation of the Olweus program and peer leadership. 2) Implementing a more student-friendly middle school schedule that lengthens instructional time and reduces student passing time. 3) Adopting standard grading weights so that learning and grades become synonymous. 4) Teachers working to create assessments that transcend all levels of Webb’s Depth of Knowledge beyond lower levels of recall and understanding. 5) Middle School teachers exploring the flipped classroom model, use of social media for educational purpose and the problem based learning model. 5) recruiting high-caliber professionals whose love of middle level education inspires them to utilize innovative teaching strategies and practices. We anticipate great results as the entire school community mobilizes our available resources to achieve our ambitious goals.



Other Information: