NJ SCHOOL PERFORMANCE REPORT

Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. Michael D'Ostilio
Address	372 PITMAN DOWNER RD SEWELL, NJ 08080
Phone Number	856-881-7007
Email Address	mdostilio@WTPS.ORG
Website	http://www.wtps.org
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/Official_BHMS

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	187	188	191
7	208	191	184
8	215	213	198
Total	610	592	573

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.2%	50.8%
Male	49.7%	49.8%	49.2%
Economically Disadvantaged Students	20.0%	21.3%	22.5%
Students with Disabilities	13.9%	15.7%	15.0%
English Learners	N	N	N
Homeless Students	N	0.2%	N
Students in Foster Care	0.5%	0.2%	0.2%
Military-Connected Students	N	N	N
Migrant Students	N	N	N

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	2016-17	2017-18	2018-19
White	81.1%	81.1%	78.4%
Hispanic	5.2%	6.1%	7.2%
Black or African American	6.1%	5.1%	7.3%
Asian	5.1%	4.7%	4.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	N	N	N
Two or More Races	2.3%	2.9%	2.1%

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	97.7%
Other Languages	2.3%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile
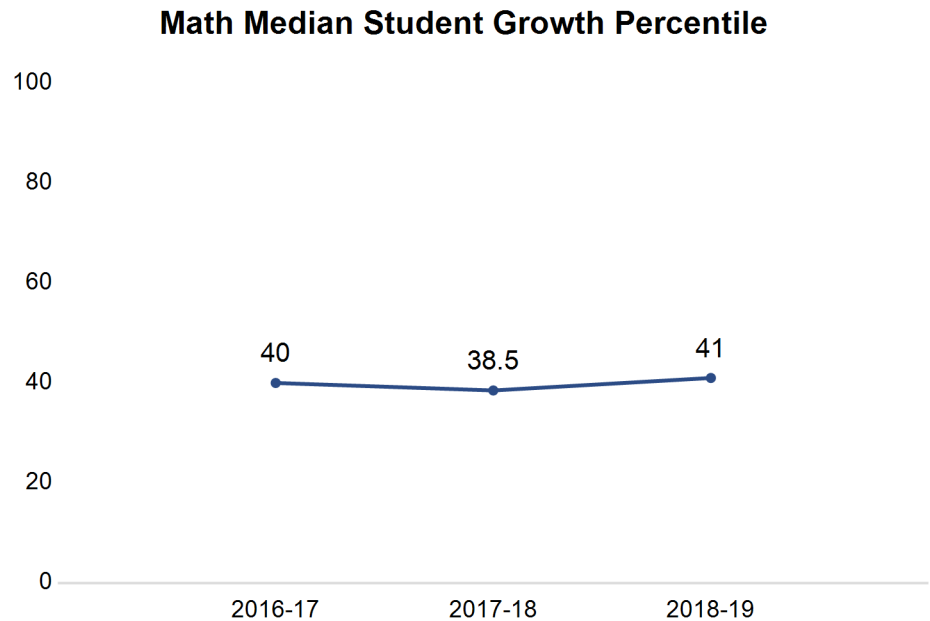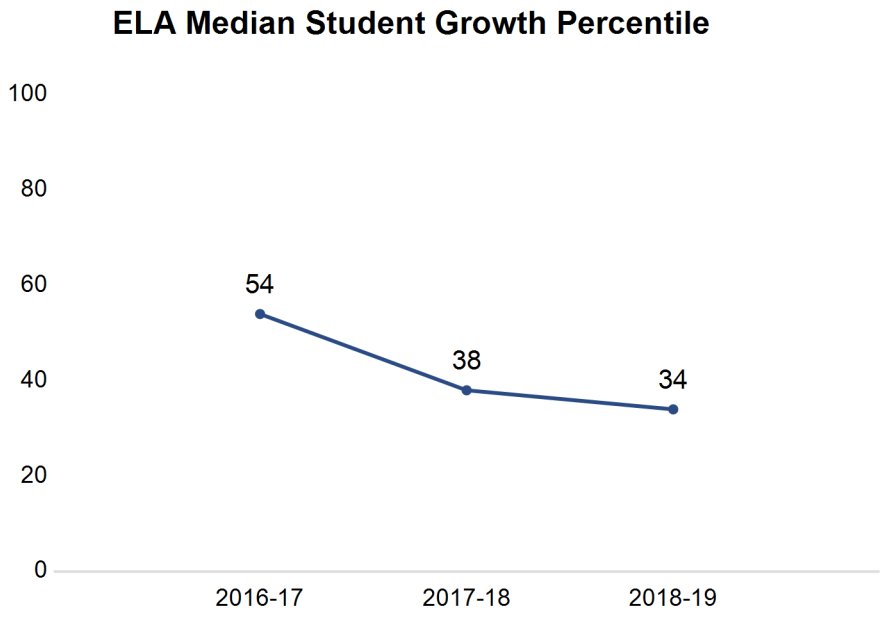
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	38	34	40	38.5	41
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34	39	50	Not Met	41	51	50	Met Standard
White	33	38	50	Not Met	40.5	51	52	Met Standard
Hispanic	43.5	41.5	49	Met Standard	40	54.5	47	Met Standard
Black or African American	36	40	45	Not Met	50	43.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	33	48	59	Not Met	34.5	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	35	43.5	49	**	*	50.5	52	**
Female	35	42	53	N	44	52	50	N
Male	33	37	47	N	36.5	50	51	N
Economically Disadvantaged Students	36.5	38	48	Not Met	42.5	51	46	Met Standard
Students with Disabilities	30	37	43	Not Met	48.5	53	45	Met Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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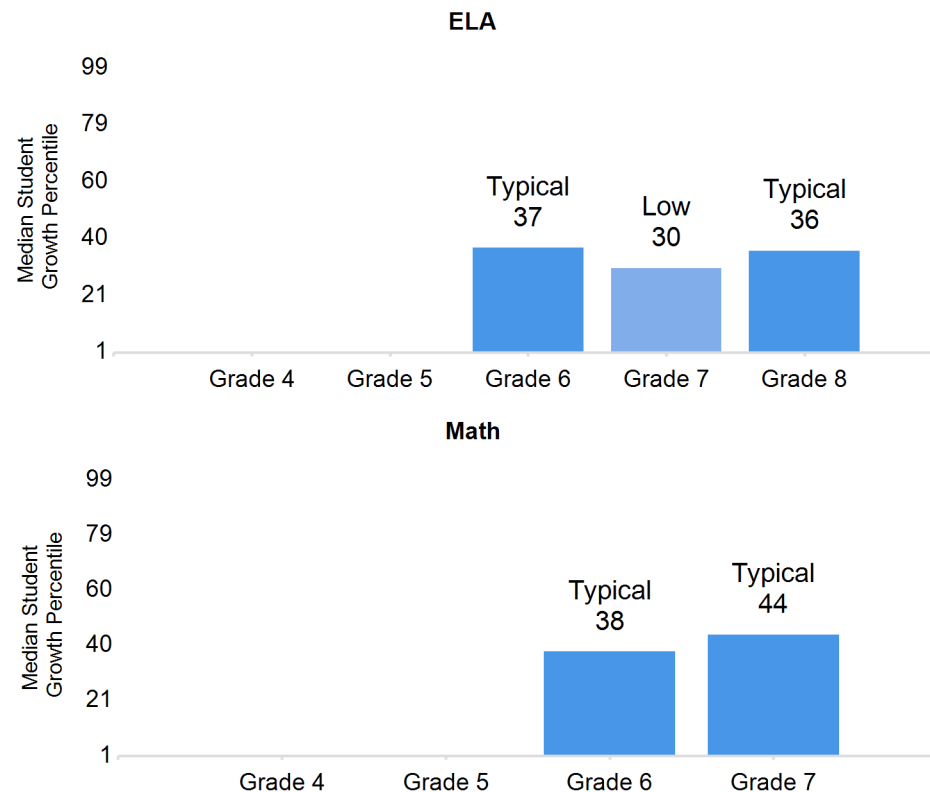
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math
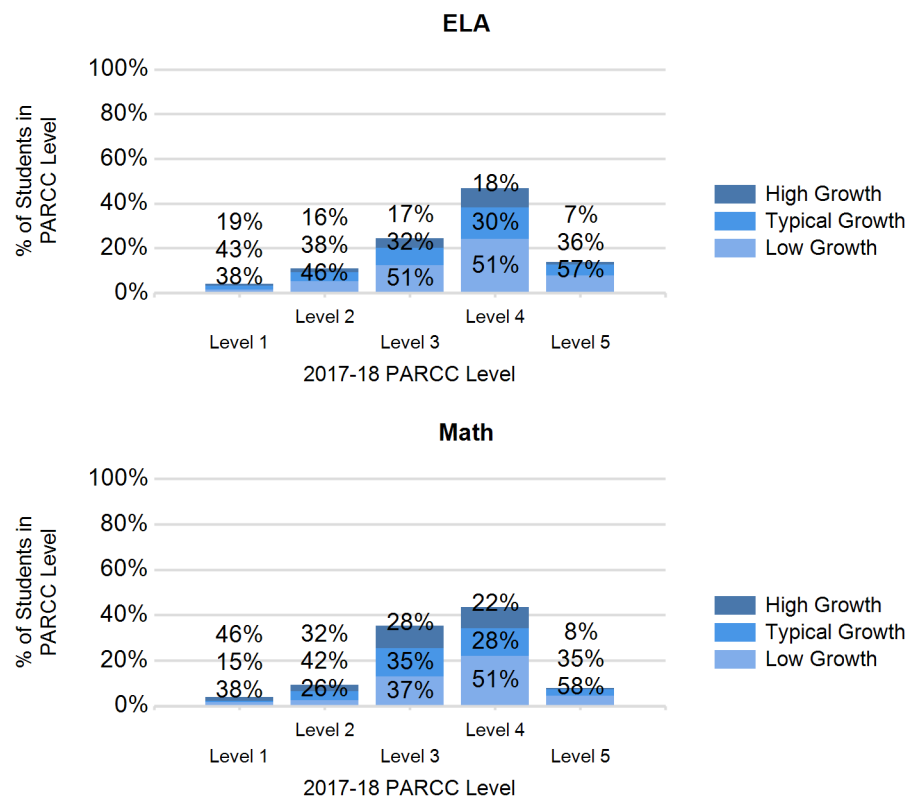
Student Growth by Grade

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

ELA

Math

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	54.4%
2017-18	58.8%
2018-19	56.9%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	41.3%
2017-18	38.8%
2018-19	43.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	95.8%	97.0%	97.5%	95.8%	96.9%
Proficiency Rate for Federal Accountability	54.4%	58.8%	56.9%	41.3%	38.8%	43.4%
Annual Target	53.1%	54.5%	55.9%	41.7%	43.7%	45.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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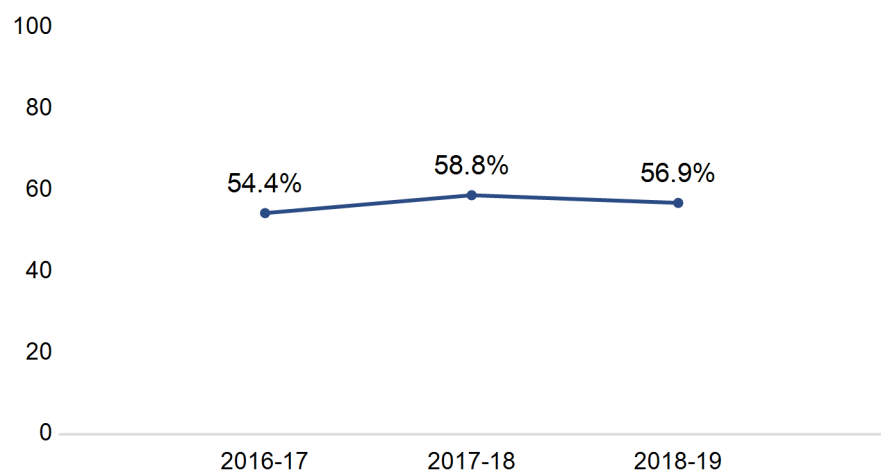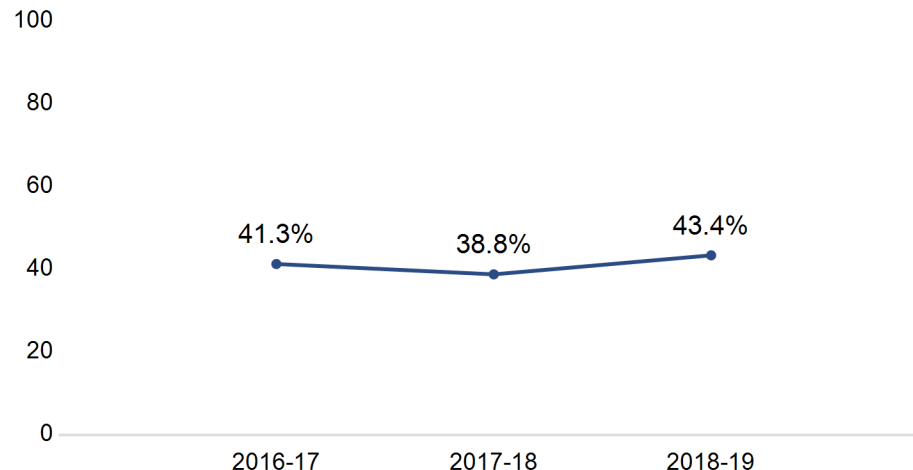(15-5500-020)

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	550	97.0	56.9	50.6	57.9	56.9	55.9	Met Target
White	431	96.4	58.2	52.8	66.9	58.2	55.6	Met Target
Hispanic	42	97.7	64.3	*	43.9	64.3	54.5	Met Target
Black or African American	36	100.0	33.3	*	38.5	33.3	38.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	58.6	62.5	82.9	58.6	80	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	50.0	*	64.4	50.0	**	**
Female	281	97.3	67.3	60.4	64.8	67.3		
Male	269	96.8	46.1	41.2	51.3	46.1		
Economically Disadvantaged Students	117	98.3	47.9	32.5	40.0	47.9	41	Met Target
Non-Economically Disadvantaged Students	433	96.7	59.4	55.4	67.9	59.4		
Students with Disabilities	90	96.8	23.3	*	22.7	23.3	25.5	Met Target†
Students without Disabilities	460	97.1	63.5	*	65.1	63.5		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

	Grade 6	Grade 7	Grade 8
2016-2017	54%	57%	54%
2017-2018	58%	64%	54%
2018-2019	49%	61%	60%

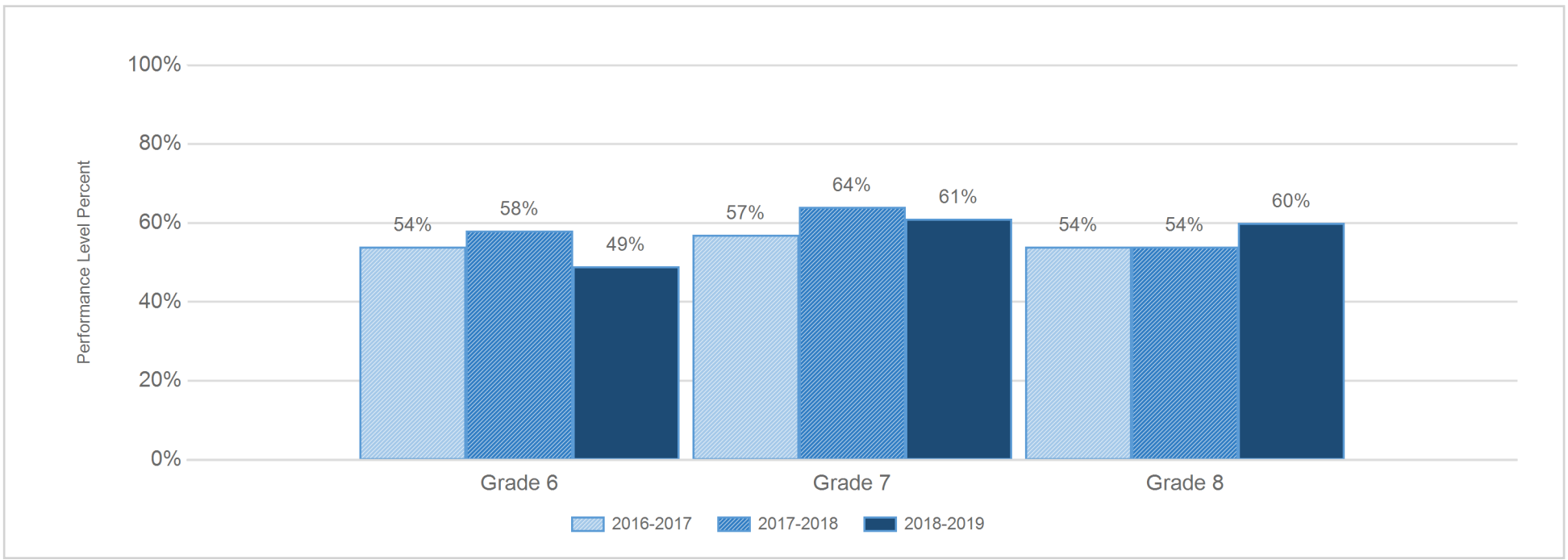**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	745	747	754	9%	19%	23%	43%	6%	49%	56%
White	135	747	750	762	*	19%	25%	*	*	49%	65%
Hispanic	13	744	*	743	*	*	*	*	*	62%	43%
Black or African American	19	736	730	738	*	*	*	*	*	42%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	746	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	746	760	*	*	*	*	*	*	64%
Female	86	750	756	762	*	16%	23%	*	*	53%	64%
Male	92	740	740	748	*	22%	23%	*	*	45%	48%
Economically Disadvantaged Students	35	738	734	740	*	*	*	49%	0%	49%	39%
Non-Economically Disadvantaged Students	143	747	751	763	*	*	*	42%	7%	49%	67%
Students with Disabilities	30	714	711	722	*	43%	*	*	*	13%	19%
Students without Disabilities	148	751	754	761	*	14%	*	*	*	56%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	178	745	*	756	9%	19%	23%	43%	6%	49%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	756	753	761	7%	7%	25%	45%	17%	61%	63%
White	140	758	754	769	*	*	26%	44%	19%	63%	72%
Hispanic	12	760	755	747	0%	*	*	*	*	75%	50%
Black or African American	13	730	738	741	*	*	*	*	*	31%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	96	766	763	769	*	*	18%	*	*	72%	71%
Male	79	744	743	753	*	*	34%	*	*	48%	55%
Economically Disadvantaged Students	41	744	737	743	*	*	29%	*	*	46%	45%
Non-Economically Disadvantaged Students	134	760	757	771	*	*	24%	*	*	66%	73%
Students with Disabilities	27	725	720	720	*	*	*	*	*	37%	22%
Students without Disabilities	148	762	758	769	*	*	*	*	*	66%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	175	756	*	763	7%	7%	25%	45%	17%	61%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	755	748	762	7%	7%	26%	51%	10%	60%	63%
White	151	754	748	770	8%	*	25%	*	*	62%	72%
Hispanic	17	757	*	747	0%	*	*	*	*	59%	49%
Black or African American	*	*	728	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	14	763	*	794	*	*	*	*	*	64%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	739	769	*	*	*	*	*	*	69%
Female	100	764	755	771	*	*	18%	*	*	74%	71%
Male	94	745	741	753	*	*	34%	*	*	46%	55%
Economically Disadvantaged Students	42	742	732	743	*	*	33%	*	*	48%	45%
Non-Economically Disadvantaged Students	152	758	752	772	*	*	24%	*	*	64%	72%
Students with Disabilities	25	715	709	721	*	*	*	*	*	12%	22%
Students without Disabilities	169	760	754	770	*	*	*	*	*	67%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	549	96.9	43.4	40.4	44.5	43.4	45.7	Met Target†
White	430	96.2	45.6	42.8	54.1	45.6	45.3	Met Target
Hispanic	42	97.7	40.5	*	28.8	40.5	40.3	Met Target
Black or African American	36	100.0	19.4	15.9	23.0	19.4	25.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	48.3	57.1	76.5	48.3	74.5	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	33.3	*	53.3	33.3	**	**
Female	280	96.9	46.1	41.2	44.9	46.1		
Male	269	96.8	40.5	39.7	44.2	40.5		
Economically Disadvantaged Students	117	98.3	30.8	22.8	26.3	30.8	29.8	Met Target
Non-Economically Disadvantaged Students	432	96.5	46.8	45.0	54.9	46.8		
Students with Disabilities	90	96.8	16.7	17.7	17.4	16.7	19.2	Met Target†
Students without Disabilities	459	96.9	48.6	44.6	50.0	48.6		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

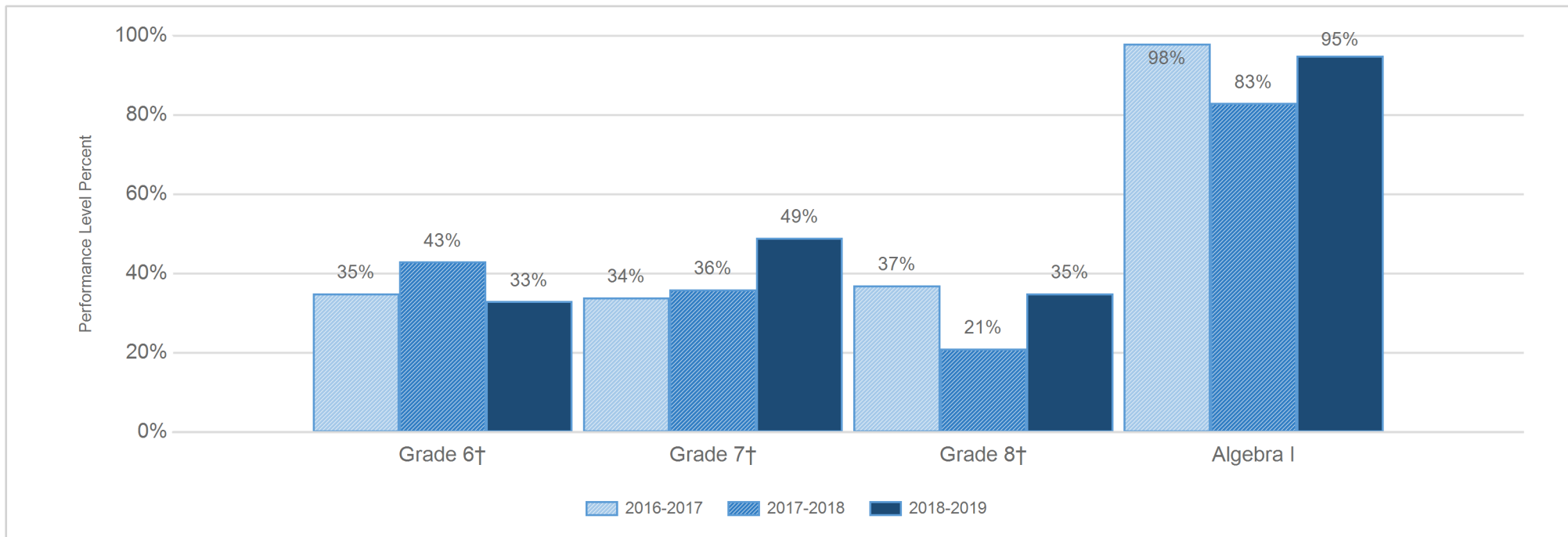**NJ SCHOOL PERFORMANCE REPORT**

Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Bar chart — Performance Level Percent. Legend: 2016-2017, 2017-2018, 2018-2019.
- Grade 6†: 35%, 43%, 33%
- Grade 7†: 34%, 36%, 49%
- Grade 8†: 37%, 21%, 35%
- Algebra I: 98%, 83%, 95%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Bunker Hill Middle School

(15-5500-020)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	739	736	741	*	22%	40%	*	*	33%	41%
White	135	741	740	749	*	20%	39%	*	*	37%	51%
Hispanic	13	736	*	729	0%	*	*	*	*	23%	24%
Black or African American	19	726	715	722	*	*	*	*	*	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	738	747	*	*	*	*	*	*	48%
Female	86	740	737	742	*	24%	38%	*	*	34%	42%
Male	92	738	735	740	*	21%	41%	*	*	32%	40%
Economically Disadvantaged Students	35	732	722	726	*	*	40%	*	*	23%	21%
Non-Economically Disadvantaged Students	143	741	740	750	*	*	40%	*	*	35%	53%
Students with Disabilities	30	720	713	716	*	57%	*	*	*	10%	12%
Students without Disabilities	148	743	740	746	*	16%	*	*	*	37%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	178	739	*	743	*	22%	40%	*	*	33%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Bunker Hill Middle School

(15-5500-020)

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	174	749	745	744	*	11%	37%	*	*	49%	42%
White	139	751	746	751	*	11%	36%	*	*	51%	53%
Hispanic	12	753	748	733	0%	0%	*	*	*	58%	26%
Black or African American	13	728	729	727	*	*	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	95	751	747	744	*	*	38%	*	*	51%	42%
Male	79	747	743	743	*	*	35%	*	*	48%	42%
Economically Disadvantaged Students	41	740	732	731	*	*	41%	*	*	34%	24%
Non-Economically Disadvantaged Students	133	752	749	751	*	*	35%	*	*	54%	53%
Students with Disabilities	27	733	725	718	*	*	*	*	*	33%	13%
Students without Disabilities	147	752	748	749	*	*	*	*	*	52%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	174	749	*	745	*	11%	37%	*	*	49%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Bunker Hill Middle School

(15-5500-020)

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	735	724	728	11%	19%	35%	35%	0%	35%	29%
White	117	736	725	737	9%	19%	36%	36%	0%	36%	38%
Hispanic	15	733	*	722	*	*	*	*	*	33%	22%
Black or African American	*	*	717	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	720	730	*	*	*	*	*	*	31%
Female	78	739	726	731	*	*	37%	41%	0%	41%	31%
Male	73	731	722	726	*	*	33%	29%	0%	29%	27%
Economically Disadvantaged Students	37	728	719	719	*	*	30%	*	*	27%	20%
Non-Economically Disadvantaged Students	114	738	726	735	*	*	37%	*	*	38%	36%
Students with Disabilities	25	708	701	707	*	*	*	*	*	*	10%
Students without Disabilities	126	741	730	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Bunker Hill Middle School

(15-5500-020)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	786	742	744	0%	0%	*	*	*	95%	42%
White	34	784	*	752	0%	0%	*	*	*	94%	53%
Hispanic	*	*	727	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	736	752	*	*	*	*	*	*	51%
Female	22	780	742	745	0%	0%	*	*	*	95%	44%
Male	21	791	742	743	0%	0%	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	746	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	43	786	*	748	0%	0%	*	*	*	95%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	43	786	*	745	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Bunker Hill Middle School

(15-5500-020)

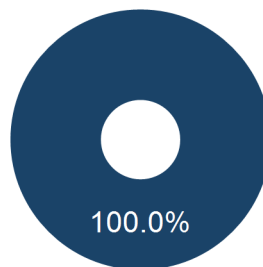Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Bunker Hill Middle School

(15-5500-020)

Grades Offered: 06-08

2018-2019

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
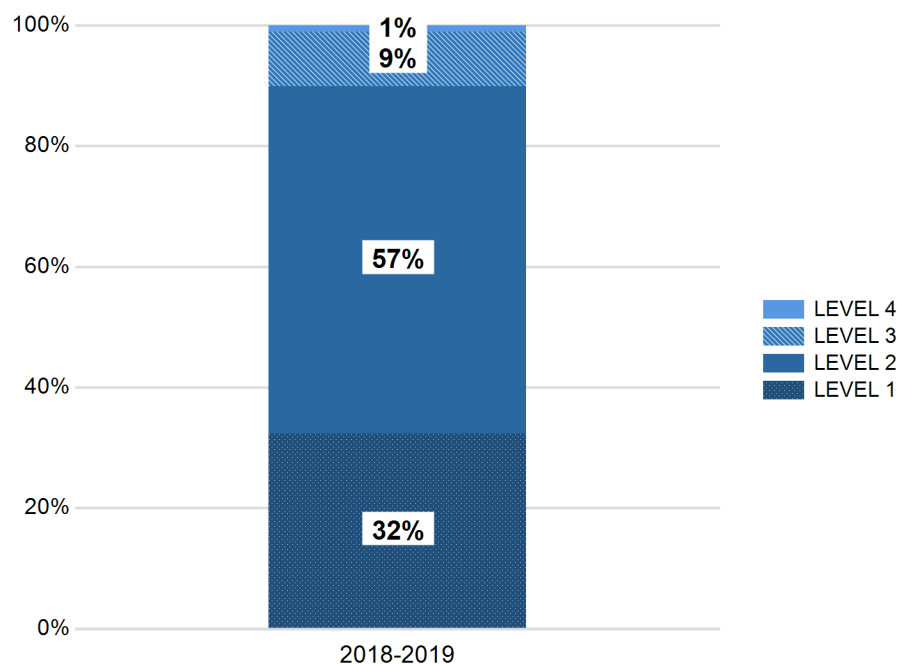
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	57	9	1
White	32	58	9	1
Hispanic	40	53	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	21	50	29	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	60	7	1
Male	33	54	12	1
Economically Disadvantaged Students	39	54	7	0
Non-Economically Disadvantaged Students	30	58	10	1
Students with Disabilities	75	25	0	0
Students without Disabilities	26	62	11	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Bunker Hill Middle School

(15-5500-020)

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2018-2019

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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	191
7	1	0	183
8	46	0	152
Total	47	0	526

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	83	46	0	0	23	0	0
7	74	42	0	0	33	0	0
8	87	42	0	0	26	0	0
Total	244	130	0	0	82	0	0

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

100.0%
School
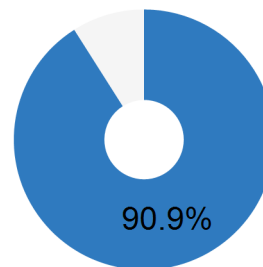
90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	57.6%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	36.1%
	State	7.1%
VISUAL ARTS	School	75.7%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

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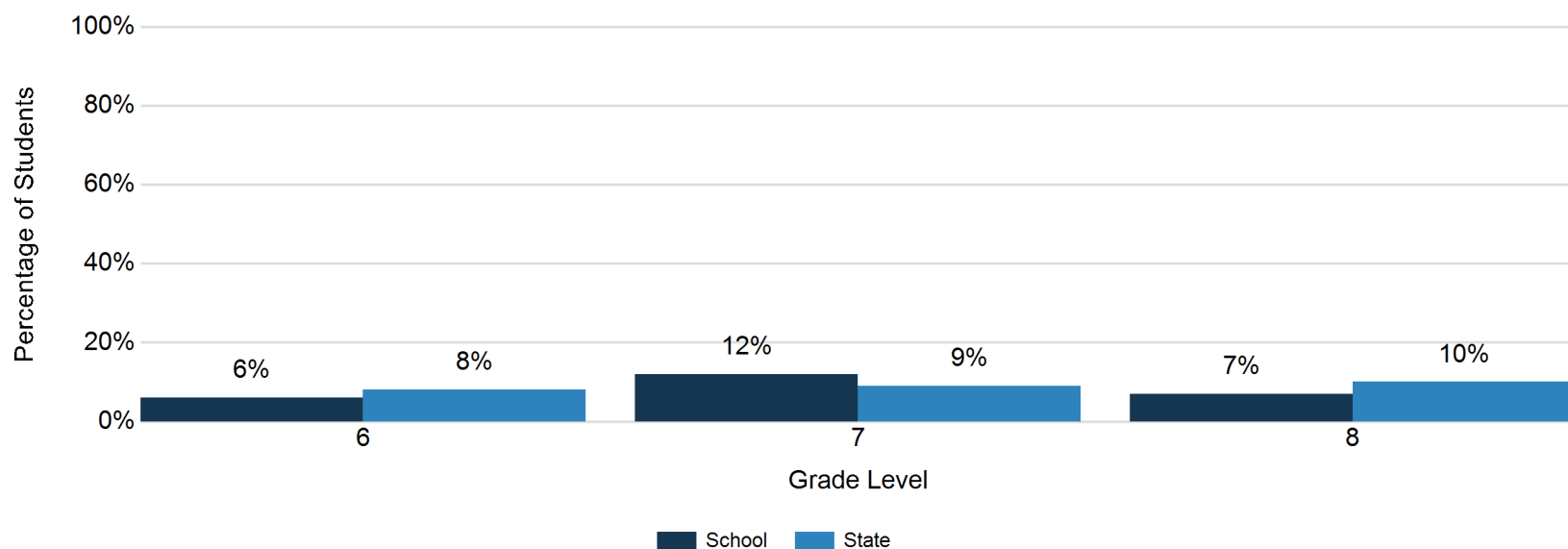** Accountability calculations require 20 or more students
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	47	8.3	9.1	Met
White	35	7.9	9.1	Met
Hispanic	4	9.3	9.1	Not Met
Black or African American	5	12.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	25.0	**	**
Female	22	7.7		
Male	25	8.9		
Economically Disadvantaged Students	16	12.2	9.1	Not Met
Students with Disabilities	15	17.9	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs Number of Absences:
- 0: 6%
- 1-5: 37%
- 6-10: 32%
- 11-15: 14%
- Over 15: 11%

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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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2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	9
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.84

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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	3	7
Religion	0	0	0
Ancestry	1	0	1
Gender	1	5	6
Sexual Orientation	4	4	8
Disability	5	1	6
Other	4	0	4
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	43	7.5%
Out-of-School Suspensions	22	3.8%
Any Suspension	51	8.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
96

NJ SCHOOL PERFORMANCE REPORT

Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	94.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	287:1	153:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	75.9%	0.0%	48.4%	77.1%	54.9%
Male	49.2%	24.1%	100.0%	51.6%	22.9%	45.1%
White	78.4%	91.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.2%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.3%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher — 48%
Admin — N/A

Master's Degree

Teacher — 52%
Admin — 50%

Doctoral Degree

Teacher — 0%
Admin — 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

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
2018-19	94.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.4%	58.8%	56.9%
Math Proficiency	41.3%	38.8%	43.4%
ELA Growth	54	38	34
Math Growth	40	38	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.3%	7.9%	8.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Not Met	Met Standard	N	Met	No
White	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Not Met	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• New Jersey Future Ready School Status • Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction. • Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.
Mission, Vision, Theme:	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.
Awards, Recognition, Accomplishments:	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.

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Courses, Curriculum, Instruction:	Students have the opportunity to experience advanced coursework at the middle level, including Advanced Math 7 & 8, Advanced Science 7 & 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.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Coed), Wrestling (Boys) 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 bacci ball. Unified sports provides a atmosphere where all students have a chance to play as one team.
Clubs and Activities:	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.

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Before and After School Programs:	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.
Staff and Professional Learning:	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.
Postsecondary Information:	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.

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Student Supports and Services:	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.
Student Health and Wellness:	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.
Parent and Community Involvement:	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 support our Building Better People positive school climate program. 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.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers 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.
Facilities:	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.

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Other Information

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 Building Better People 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.