NJ SCHOOL PERFORMANCE REPORT

HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL
(35-2170-035)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	HILLSBOROUGH TWP
Principal Name	DR. TRYBULSKI
Address	260 TRIANGLE ROAD HILLSBOROUGH, NJ 08844
Phone Number	(908)431-6600
Email Address	JTRYBULSKI@HTPS.US
Website	https://htps.us/
Facebook	https://www.facebook.com/hillsboroughtownshippublicschools
Twitter	https://twitter.com/HillsboroughBOE

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
7	589	580	607
8	608	607	589
Total	1,197	1,187	1,196

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.4%	47.9%	47.4%
Male	50.6%	52.1%	52.6%
Economically Disadvantaged Students	7.7%	8.8%	8.7%
Students with Disabilities	13.2%	14.5%	16.4%
English Learners	0.8%	1.0%	1.3%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	65.2%	60.3%	56.4%
Hispanic	7.6%	7.5%	8.7%
Black or African American	4.5%	4.7%	4.7%
Asian	22.6%	27.0%	29.8%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.1%

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	73.0%
Spanish	6.3%
Gujarati	3.3%
Chinese	3.0%
Hindi	2.3%
Other Languages	12.0%

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

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

If the student growth percentiles for all students in the 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/Literacy (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	53	49	50	Met Standard	51	56	50	Met Standard
White	50	45	50	Met Standard	49	53.5	51	Met Standard
Hispanic	46.5	46	49	Met Standard	48.5	51	48	Met Standard
Black or African American	51.5	45	44	Met Standard	46	52	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68	57	61	Exceeds Standard	62	65	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	N	*	51	**
Economically Disadvantaged	39	42	48	Not Met	39	45	47	Not Met
Students with Disabilities	45	40	41	Met Standard	49	50	43	Met Standard
English Learners	63	50	54	Exceeds Standard	68	54	51	**

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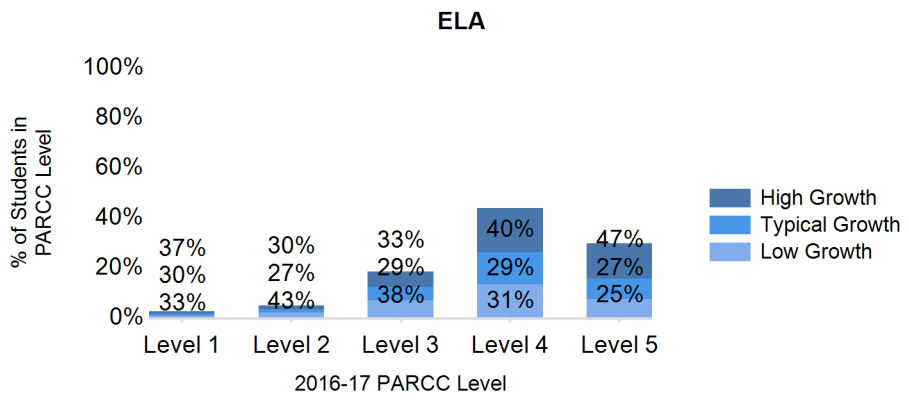
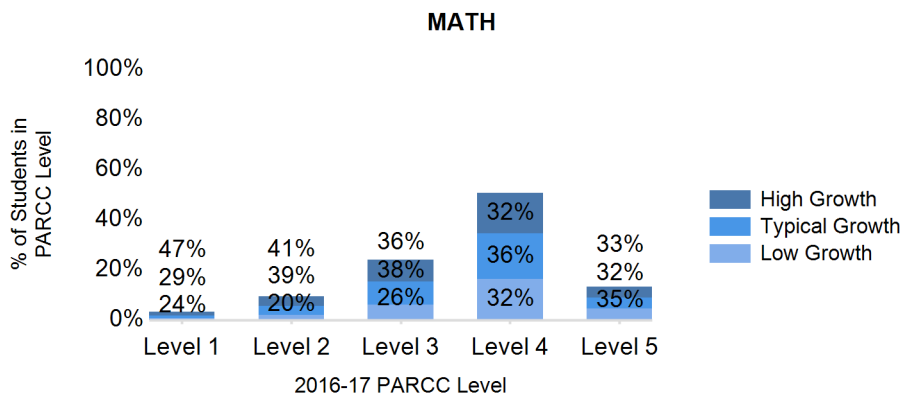
Student Growth by Performance Level

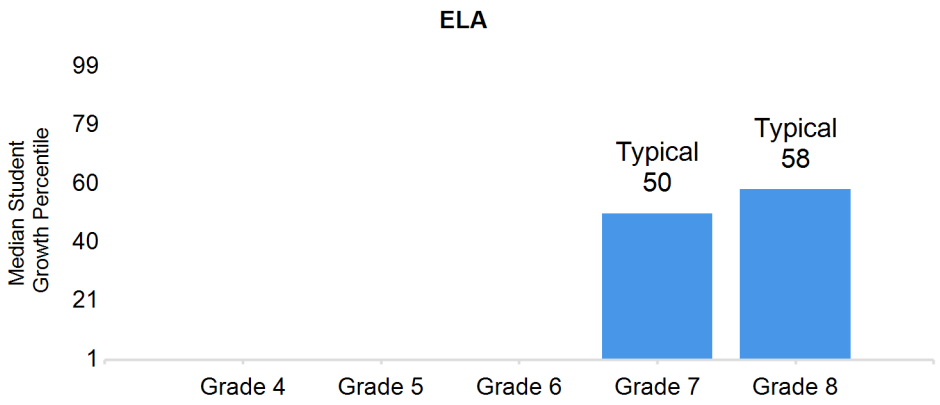
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

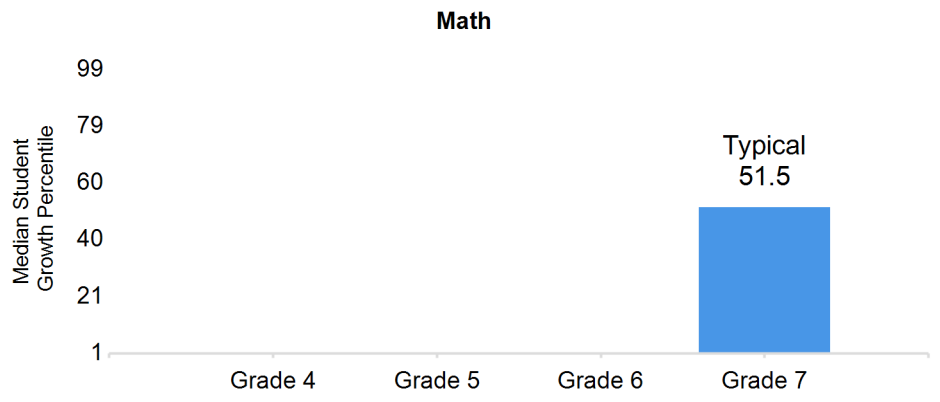




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1163	97.3	75.4	71.7	56.7	75.4	67.7	Met Target
White	654	95.9	70.9	68.0	65.6	70.9	63	Met Target
Hispanic	96	96.1	54.2	54.7	42.5	54.2	54.3	Met Target†
Black or African American	*	*	*	55.2	37.3	*	47.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	358	100.0	90.3	87.5	82.3	90.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	545	96.5	82.1	78.6	64.5	82.1		
Male	618	97.9	69.6	64.9	49.4	69.6		
Economically Disadvantaged Students	91	96.8	44.0	46.9	38.5	44.0	37.2	Met Target
Non-Economically Disadvantaged Students	1072	97.3	78.0	73.7	67.5	78.0		
Students with Disabilities	197	93.8	33.0	35.2	21.6	32.8	26.4	Met Target
Students without Disabilities	966	98.0	84.1	79.4	63.9	84.1		
English Learners	29	100.0	37.9	59.8	27.3	37.9	N	N
Non-English Learners	1134	97.2	76.4	72.1	59.4	76.4		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	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	583	774	774	760	4%	6%	16%	32%	41%	74%	63%
White	329	767	767	768	4%	7%	20%	38%	31%	69%	72%
Hispanic	58	753	753	746	*	*	22%	31%	24%	55%	49%
Black or African American	25	764	764	740	*	*	*	*	*	68%	42%
Asian, Native Hawaiian, or Pacific Islander	171	795	795	790	*	*	7%	21%	68%	89%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	288	780	780	769	*	*	12%	34%	47%	81%	72%
Male	295	767	767	752	*	*	21%	31%	36%	66%	54%
Economically Disadvantaged Students	51	744	744	742	*	*	27%	*	*	43%	44%
Non-Economically Disadvantaged Students	532	776	776	771	*	*	15%	*	*	77%	73%
Students with Disabilities	106	735	735	721	*	*	26%	25%	10%	36%	22%
Students without Disabilities	477	782	782	768	*	*	14%	34%	48%	82%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	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	573	780	780	759	3%	3%	16%	38%	39%	77%	60%
White	322	774	774	767	4%	3%	21%	40%	32%	72%	70%
Hispanic	38	749	749	744	*	*	26%	*	*	53%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	184	801	801	789	*	*	*	31%	62%	93%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	257	787	787	768	*	*	12%	36%	47%	83%	69%
Male	316	775	775	751	*	*	18%	41%	32%	72%	52%
Economically Disadvantaged Students	40	744	744	740	*	*	35%	*	*	45%	42%
Non-Economically Disadvantaged Students	533	783	783	769	*	*	14%	*	*	80%	71%
Students with Disabilities	79	732	732	719	*	*	43%	*	*	24%	19%
Students without Disabilities	494	788	788	766	*	*	11%	*	*	86%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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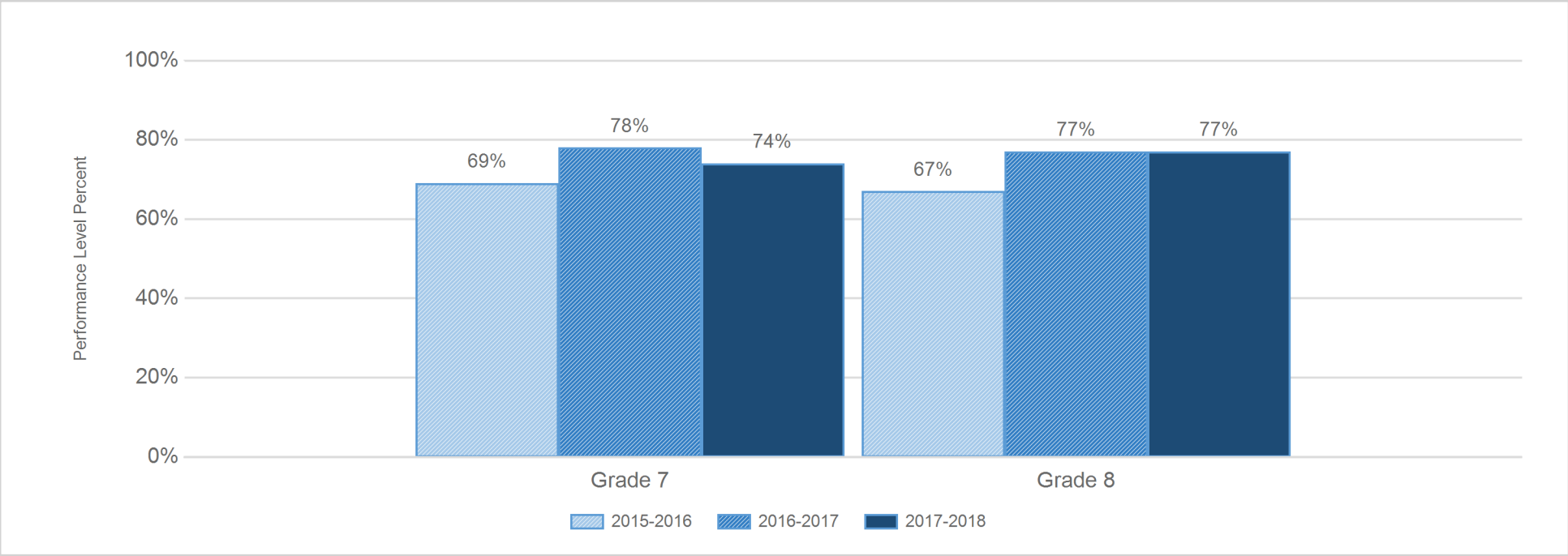
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1165	97.3	69.9	69.2	45.0	69.9	62	Met Target
White	654	95.9	64.7	65.2	54.1	64.7	57.7	Met Target
Hispanic	98	97.1	40.9	48.6	29.2	40.9	45.3	Met Target†
Black or African American	*	*	*	45.4	23.4	*	40.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	358	100.0	90.3	89.0	77.0	90.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	545	96.5	70.6	70.3	46.0	70.6		
Male	620	98.1	69.3	68.2	43.9	69.3		
Economically Disadvantaged Students	92	96.9	32.6	43.0	26.6	32.6	32.3	Met Target
Non-Economically Disadvantaged Students	1073	97.4	73.2	71.4	55.9	73.2		
Students with Disabilities	198	94.3	26.8	33.1	17.1	26.7	27.4	Met Target†
Students without Disabilities	967	98.0	78.8	76.9	50.5	78.8		
English Learners	30	100.0	53.3	62.1	24.6	53.3	N	N
Non-English Learners	1135	97.3	70.4	69.5	46.9	70.4		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	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	552	759	759	743	*	*	26%	49%	15%	64%	43%
White	322	755	755	750	*	*	30%	51%	9%	60%	54%
Hispanic	58	740	740	732	*	21%	33%	*	*	38%	27%
Black or African American	24	747	747	727	0%	*	*	*	*	38%	21%
Asian, Native Hawaiian, or Pacific Islander	148	776	776	767	0%	*	*	51%	36%	86%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	273	758	758	745	*	*	24%	50%	14%	64%	45%
Male	279	759	759	741	*	*	27%	47%	16%	63%	42%
Economically Disadvantaged Students	53	737	737	730	*	*	36%	*	*	30%	24%
Non-Economically Disadvantaged Students	499	761	761	751	*	*	24%	*	*	67%	55%
Students with Disabilities	105	734	734	717	*	*	40%	*	*	27%	12%
Students without Disabilities	447	764	764	748	*	*	22%	*	*	72%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	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	269	749	749	728	4%	12%	33%	*	*	51%	28%
White	175	746	746	736	*	14%	34%	*	*	46%	36%
Hispanic	30	740	740	722	*	*	47%	37%	0%	37%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	39	765	765	747	0%	*	*	*	*	74%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	114	751	751	731	*	9%	32%	*	*	54%	31%
Male	155	747	747	725	*	14%	34%	*	*	48%	26%
Economically Disadvantaged Students	36	741	741	719	*	*	56%	*	*	31%	20%
Non-Economically Disadvantaged Students	233	750	750	735	*	*	30%	*	*	54%	35%
Students with Disabilities	75	726	726	705	*	*	37%	*	*	19%	*
Students without Disabilities	194	757	757	735	*	*	32%	*	*	63%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL
(35-2170-035)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	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	279	785	766	746	0%	0%	4%	81%	15%	96%	46%
White	134	779	762	755	0%	0%	*	*	*	96%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	130	793	785	779	0%	0%	*	*	*	98%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	139	783	765	748	0%	0%	*	*	*	94%	48%
Male	140	787	767	745	0%	0%	*	*	*	98%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	757	710	*	*	*	*	*	*	*
Non-English Learners	*	*	766	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	780	752	735	0%	0%	*	*	*	98%	30%
White	21	775	749	740	0%	0%	*	*	*	95%	37%
Hispanic	N	N	737	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	39	783	771	760	0%	0%	0%	56%	44%	100%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	19	776	752	736	0%	0%	*	*	*	95%	30%
Male	41	782	752	734	0%	0%	*	*	*	100%	29%
Economically Disadvantaged Students	N	N	734	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	60	780	753	741	0%	0%	*	*	*	98%	38%
Students with Disabilities	N	N	725	713	N	N	N	N	N	N	*
Students without Disabilities	60	780	756	738	0%	0%	*	*	*	98%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	60	780	*	736	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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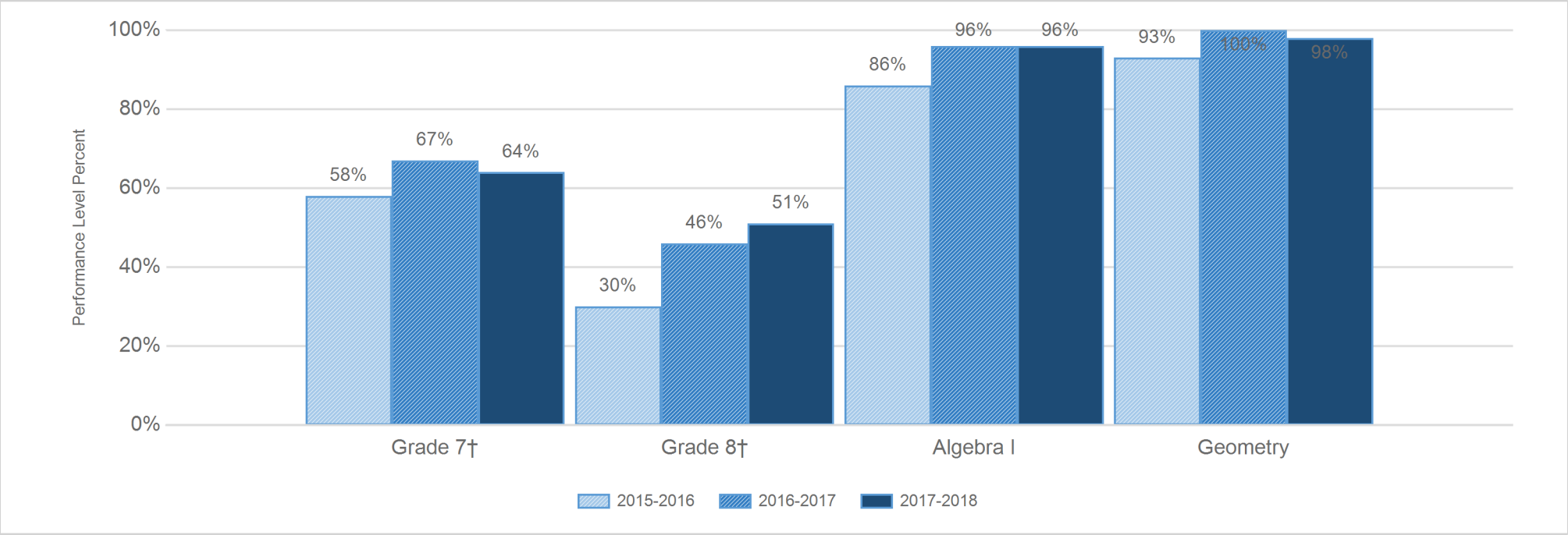
Mathematics Assessment – Performance Trends

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



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	71.4%	28.6%
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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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
7	34	0	580
8	245	61	285
Total	279	61	865

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
7	219	117	112	0	34	42	0
8	240	120	103	0	26	24	0
Total	459	237	215	0	60	66	0

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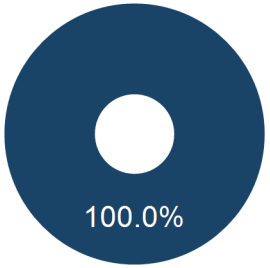
Visual and Performing Arts – Course Participation

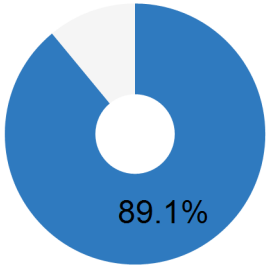
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

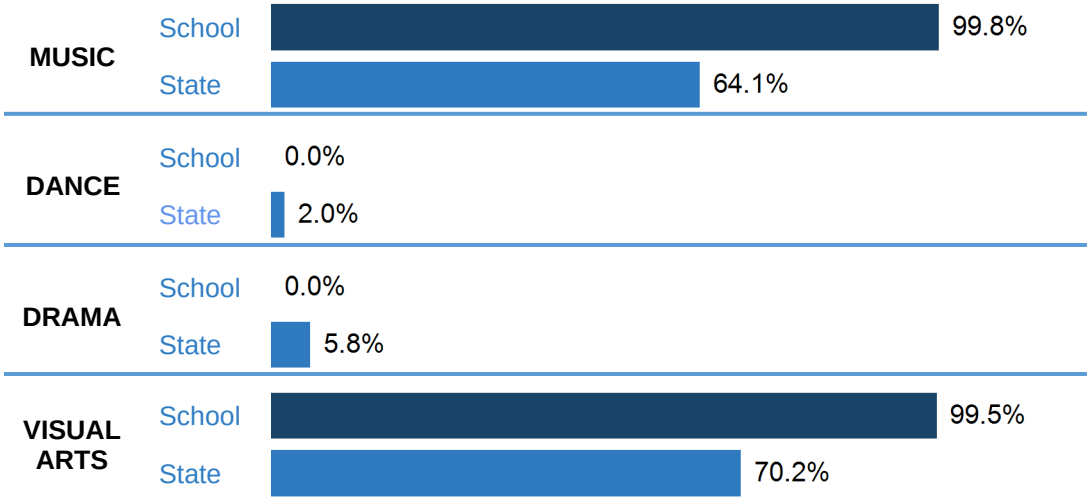


School



State

Students enrolled in one or more classes by discipline:



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

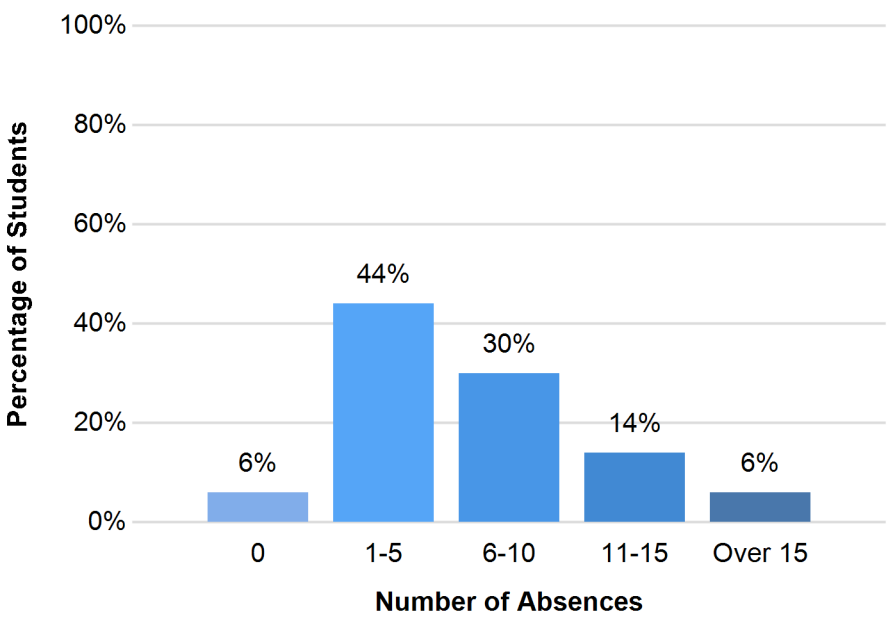
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	39	3.3	10.0	Met
White	26	3.8	10.0	Met
Hispanic	4	3.9	10.0	Met
Black or African American	*	*	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	5	1.4	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	8	7.8	10.0	Met
Students with Disabilities	17	8.5	10.0	Met
English Learners	1	6.3	**	**

Days Absent

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



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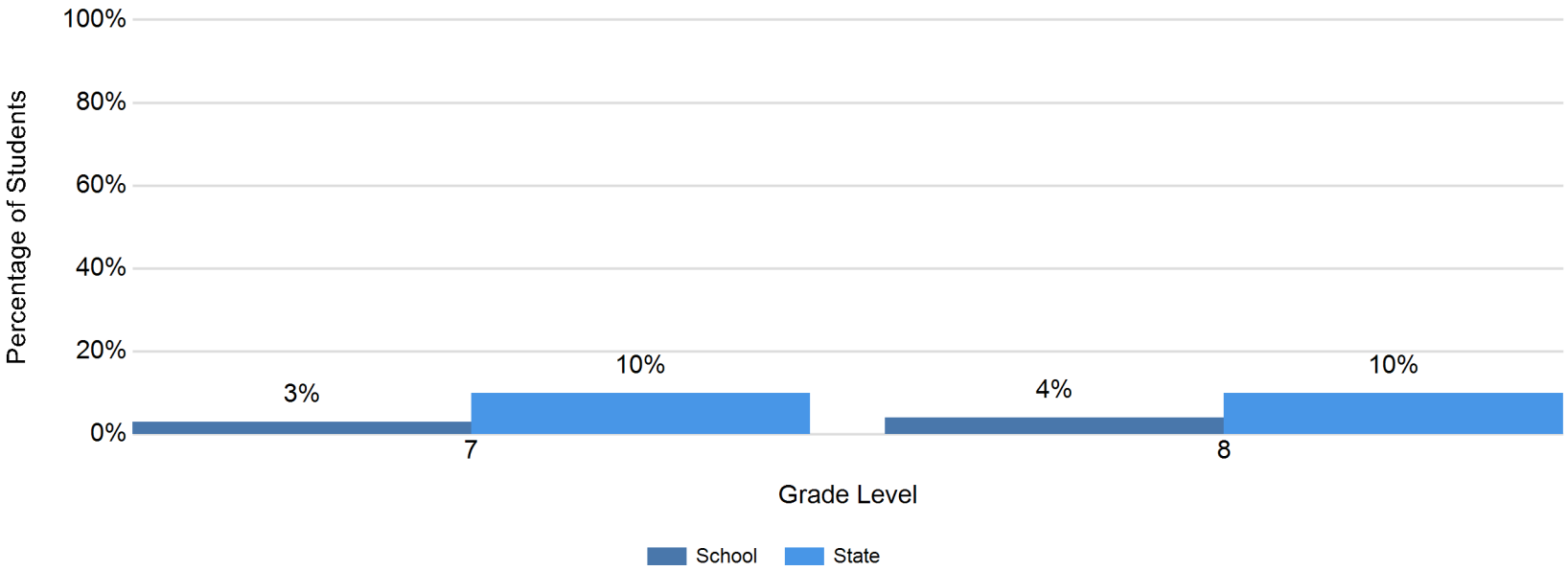
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	2
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	0.92

Police Notifications

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

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

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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	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	17	1.4%
Out-of-School Suspensions	0	0.0%
Any Suspension	17	1.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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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	8:30 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 49 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$275	$14,398	$14,673

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	111	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	76.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	85.7%	76.2%

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	11:1	11:1
Students to Administrators	399:1	211:1
Teachers to Administrators	37:1	19:1
Students to Librarians/Media Specialists		821:1
Students to Nurses		616:1
Students to Counselors		321:1
Students to Child Study Team		274:1

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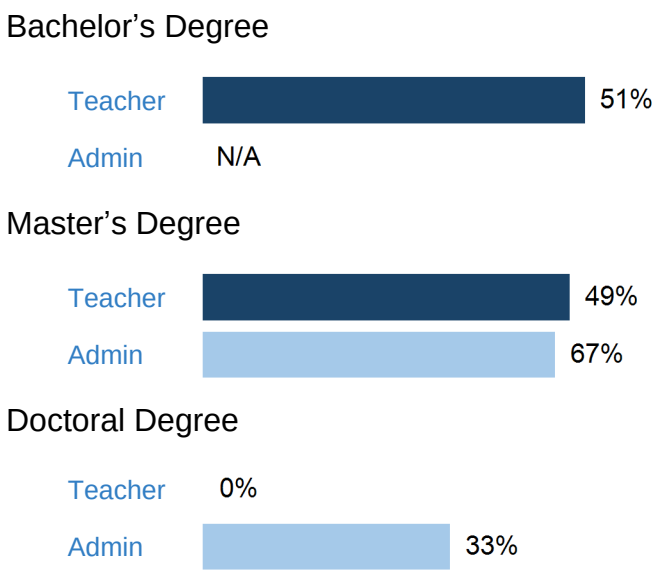
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.8%

NJ SCHOOL PERFORMANCE REPORT

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.6%	33.3%
Male	23.4%	66.7%
White	89.2%	100.0%
Hispanic	5.4%	0.0%
Black or African American	4.5%	0.0%
Asian	0.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	75.53	17.5%
Mathematics Proficiency	79.92	17.5%
English Language Arts Growth	57.17	25.0%
Mathematics Growth	48.01	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	84.89	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.23	n/a
Summative Rating: Percentile Rank of Summative Score	75.12	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	56.25	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	60.36	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	77.86	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	69.95	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	44.56	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Students with Disabilities	70.07	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	78.89	14.08	No	N	N	Exceeds Standard	**	**	**	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 your school directly.

Highlights:	• Partnerships with local colleges and universities including Princeton, Rutgers and TCNJ including expanded opportunities for concurrent enrollment for students for transcripted college credit. • Robust elective, co-curricular, and extra-curricular options provide opportunities for all students to seek new endeavors. Increased focus and awareness on equity for every learner. • Collaboration with our local municipality offers opportunities for our students to enjoy vital job coaching and dynamic internship opportunities.
Mission, Vision, Theme:	The guiding principle at HMS, that we are "Stronger Together", reflects our belief in the importance of students, parents, teachers, and administrators all working together as one professional learning community. Hillsborough Middle School is a place that nurtures young minds and develops good character. Together, excellence in academics, the arts, and athletics form the cornerstones of our program of studies that have made us a model for New Jersey's schools.
Awards, Recognition, Accomplishments:	In 1996, the Hillsborough Middle School was recognized as a National Blue Ribbon School of Excellence. In the many years since, we have not wavered from that continuous pursuit of excellence.

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Courses, Curriculum, Instruction:	Our academic programs are aligned with state and national standards and support students through differentiation of instruction and active learning environments. In addition to the core academics, students have the opportunity for study in one of five world languages (Chinese, French, German, Italian and Spanish) as well as art, music, family and consumer science, and technology. Our health and physical education focuses on individual fitness and teamwork to round out the program of studies.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Coed) In addition to the NJSIAA interscholastic sports, HMS offers a range of intramural club sports for students interested in basketball, floor hockey, rock wall climbing, soccer, table tennis, volleyball and more.
Clubs and Activities:	In the area of extra-curricular activities, students at HMS benefit from a full complement of award-winning programs for the fine and performing arts, academic competitions, and interscholastic sports as well as the many student leadership and community service organizaitons that promote positive social attitudes and strong character.

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Staff and Professional Learning:	Teachers have dedicated planning time each week to meet with interdisciplinary team colleagues as well as with their departmental professional learning communities to address student needs and share best practices for instruction within their disciplines. All staff receive annual professional development in areas of social, cultural and emotional supports for students as well as improving curriculum & instructional design and effective applications of educational technology.

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Student Supports and Services:	Student life at Hillsborough Middle School is centered on core interdisciplinary teams of teachers for literacy, math, science and social studies. Each team includes a learning specialist/special education teacher. Our middle school design brings together the benefits of content specialty and expertise with common planning and communication among the team teachers to create a learning environment that is most responsive to the needs of each of our students as they enter the adolescent years.
Student Health and Wellness:	Hillsborough Middle School offers breakfast and an open morning study hall to the start of the school day. Lunch service includes chef specials in addition to a wide range of salads, vegan options, and sandwiches prepared to order. The School Wellness Committee sponsors wellness week each year with special activities to promote healthy food choices, exercise and stress management.
Parent and Community Involvement:	The HMS Home & School Association sponsors a variety of events including our character education and digital citizenship assemblies, student recognitions, academic awards, Scholastic Book Fairs, and parent forums. In addition, we continue to grow strong partnerships supporting our programs with local corporate and educational institutions including Johnson & Johnson, Merck, Henkel, TCNJ, Rider, and Princeton University.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Each year, Hillsborough Middle School conducts a school climate survey that gathers feedback from students and staff about the climate in the school. The school counselors, a committee of staff members and the principal use the results to plan programming and determine paths to follow that contribute to making Hillsborough Middle School a happy, successful school for all.
Facilities:	In recent years, HMS renovations have included updates to all ten science laboratory rooms as well as outfitting all classrooms with smart LCD projectors, whiteboards, and sound systems. Our library/media center has been upgraded to include a Technology Hub staffed with computer resource teachers that provide technical and educational support for our 1:1 Chromebook initiative for both students and faculty.

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Other Information:	The middle years are challenging. At HMS, we value each student's unique learning style and personal interests. We have a comprehensive array of specialized programs and caring support systems in place to ensure that rich learning opportunities are accessible for all. HMS PRIDE (Peers Respecting Individual Differences Everyday) is our student-led anti-bullying program. BoroAWARE promotes positive supports for anti-drug/alcohol and suicide prevention, and HMS-TOPS (Together Our Peers Succeed) hosts regular school spirit activities and community service projects. Every staff member in our school is dedicated to developing healthy young adults who are inquisitive, enlightened and honorable. HMS is a school where the vision of educational excellence and dreams of a bright future become reality. Our students and faculty learn together, play together, and grow together. We are "Stronger Together."