




Mullica Township Middle School
2016-2017
Grade Span 05-08

01-3480-025
 ATLANTIC
 MULICA TWP
 500 ELWOOD ROAD
 P O BOX 318
 ELWOOD, NJ 08217-0318

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	84	70	81
6	80	80	70
7	88	79	87
8	79	80	76
Ungraded	5	2	2
Total	336	311	316

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	50%
Male	50%	51%	50%
Economically Disadvantaged Students	46%	42%	42%
Students with Disabilities	18%	16%	17%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.8%
Hispanic	20.9%
Black or African American	5.4%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Two or More Races	0.6%

Enrollment by Home Language

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

Home Language	% of Students
English	94.3%
Spanish	5.4%
Other	0.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	282	96.3	50.70	51.00	54.90	50.7	35.1	Met Target
White	204	96.6	52.00	55.10	63.90	52	36.4	Met Target
Hispanic	61	95.5	45.90	38.20	39.80	45.9	33.3	Met Target
Black or African American	15	94.4	60.00	*	35.20	59.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	139	97.5	61.20	60.00	62.20	61.2		
Male	143	95.0	40.60	42.70	48.10	40.6		
Economically Disadvantaged Students	69	96.6	47.80	41.10	36.20	47.8	25.8	Met Target
Non-Economically Disadvantaged Students	213	96.2	51.60	54.00	65.80	51.6		
Students with Disabilities	49	98.1	22.50	19.50	20.50	22.5	17	Met Target
Students without Disabilities	233	95.9	56.60	57.90	61.90	56.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	747	747	756	*	20%	17%	42%	*	52%	59%
White	58	751	751	763	*	19%	*	45%	*	57%	69%
Hispanic	18	739	739	743	*	*	*	*	*	39%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	46	753	753	761	*	*	*	48%	*	61%	66%
Male	35	739	739	750	*	*	*	34%	*	40%	53%
Economically Disadvantaged Students	21	735	735	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	60	751	751	765	*	*	*	*	*	60%	71%
Students with Disabilities	13	711	711	725	*	*	*	*	*	*	22%
Students without Disabilities	68	754	754	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	81	747	747	757	*	20%	17%	42%	*	52%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	746	746	752	*	19%	29%	44%	*	48%	54%
White	55	746	746	758	*	20%	33%	38%	*	44%	63%
Hispanic	11	745	745	740	*	*	*	*	0%	55%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	37	754	754	758	*	*	*	54%	*	62%	61%
Male	32	737	737	746	*	*	*	31%	*	31%	46%
Economically Disadvantaged Students	20	737	737	737	*	*	*	*	*	45%	34%
Non-Economically Disadvantaged Students	49	750	750	761	*	*	*	*	*	49%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	751	751	756	*	*	28%	28%	22%	50%	59%
White	60	752	752	764	*	*	27%	30%	22%	52%	69%
Hispanic	16	746	746	742	*	*	*	*	*	44%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	37	763	763	764	*	*	30%	27%	*	62%	68%
Male	41	740	740	749	*	*	27%	29%	*	39%	51%
Economically Disadvantaged Students	22	742	742	739	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	56	755	755	766	*	*	*	*	*	54%	70%
Students with Disabilities	15	721	721	719	*	*	*	*	0%	27%	19%
Students without Disabilities	63	758	758	763	*	*	*	*	27%	56%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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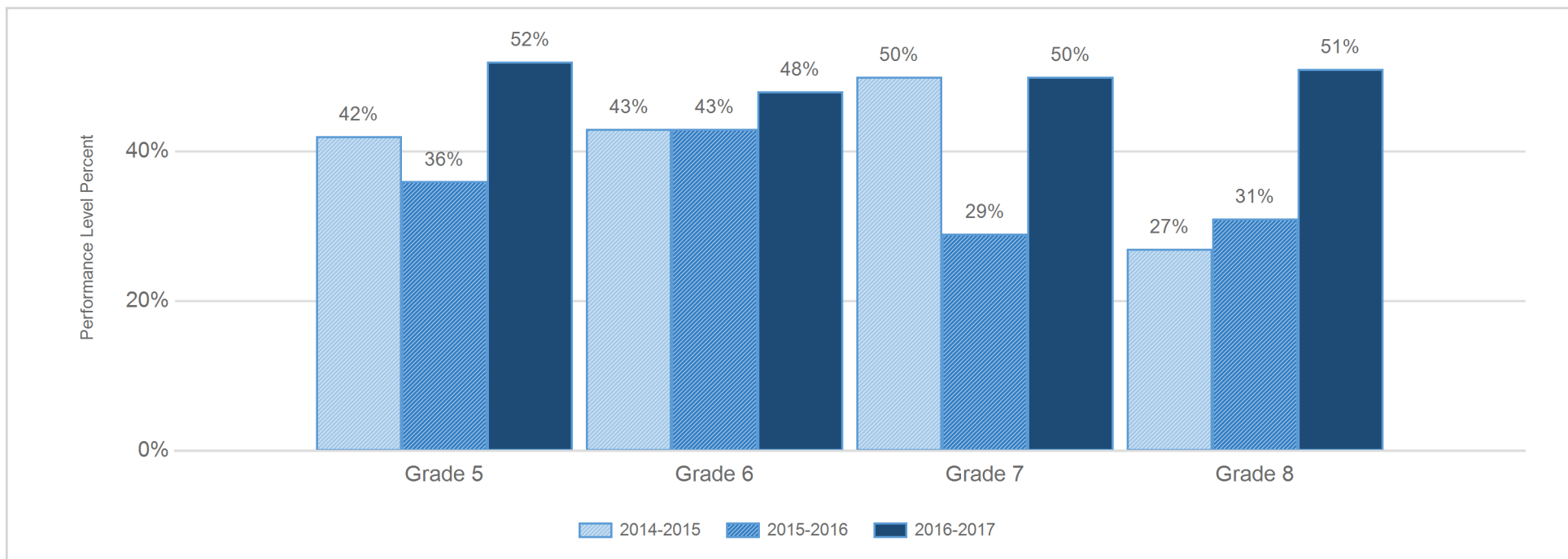
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	753	753	757	*	*	30%	38%	13%	51%	59%
White	50	756	756	764	*	*	34%	36%	*	52%	68%
Hispanic	16	743	743	742	*	*	*	*	*	50%	44%
Black or African American	10	750	750	738	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	35	760	760	766	*	*	*	49%	*	63%	68%
Male	41	747	747	749	*	*	*	29%	*	42%	50%
Economically Disadvantaged Students	16	762	762	739	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	60	750	750	766	*	*	*	*	*	47%	69%
Students with Disabilities	11	709	709	718	*	*	*	*	*	*	18%
Students without Disabilities	65	760	760	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	76	753	753	759	*	*	30%	38%	13%	51%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	284	96.6	37.30	43.50	43.50	37.3	30.1	Met Target
White	205	97.0	40.00	47.60	52.40	40	30.8	Met Target
Hispanic	62	95.5	29.00	30.60	27.60	29	28.6	Met Target
Black or African American	15	94.4	33.30	*	21.70	32.9	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	139	97.5	31.60	41.90	44.10	31.6		
Male	145	95.7	42.80	44.90	42.90	42.8		
Economically Disadvantaged Students	70	96.6	35.70	36.00	25.10	35.7	22.2	Met Target
Non-Economically Disadvantaged Students	214	96.6	37.90	45.80	54.30	37.9		
Students with Disabilities	49	98.1	24.40	22.10	16.50	24.4	17	Met Target
Students without Disabilities	235	96.3	40.00	48.10	48.80	40		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	738	738	747	*	22%	38%	32%	*	32%	46%
White	58	741	741	754	*	19%	43%	35%	*	35%	57%
Hispanic	18	729	729	735	*	*	*	*	0%	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	737	737	747	*	*	37%	30%	*	30%	47%
Male	35	738	738	746	*	*	40%	34%	*	34%	46%
Economically Disadvantaged Students	21	729	729	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	60	741	741	756	*	*	*	*	*	33%	59%
Students with Disabilities	13	721	721	725	*	*	*	*	*	15%	19%
Students without Disabilities	68	741	741	751	*	*	*	*	*	35%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	81	738	738	748	*	22%	38%	32%	*	32%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

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	69	741	741	743	*	17%	48%	29%	*	30%	44%
White	55	741	741	751	*	*	46%	31%	*	33%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	37	742	742	745	*	*	46%	*	*	32%	45%
Male	32	739	739	742	*	*	50%	*	*	28%	43%
Economically Disadvantaged Students	20	734	734	728	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	49	743	743	752	*	*	*	*	*	33%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

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	80	740	740	741	*	23%	28%	41%	*	43%	40%
White	61	741	741	748	*	26%	25%	43%	*	44%	49%
Hispanic	17	732	732	730	*	*	*	*	0%	29%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	37	740	740	743	*	*	32%	41%	*	41%	41%
Male	43	740	740	740	*	*	23%	42%	*	44%	38%
Economically Disadvantaged Students	23	736	736	729	*	*	*	*	*	35%	22%
Non-Economically Disadvantaged Students	57	741	741	749	*	*	*	*	*	46%	50%
Students with Disabilities	15	727	727	716	*	*	*	*	*	33%	11%
Students without Disabilities	65	743	743	746	*	*	*	*	*	45%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	730	730	728	*	26%	33%	28%	*	28%	28%
White	36	734	734	736	*	*	36%	33%	0%	33%	35%
Hispanic	14	722	722	721	*	*	*	*	0%	21%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	27	727	727	730	*	*	*	*	0%	11%	30%
Male	31	732	732	725	*	*	*	*	0%	42%	26%
Economically Disadvantaged Students	11	731	731	719	*	*	*	*	*	27%	19%
Non-Economically Disadvantaged Students	47	730	730	734	*	*	*	*	*	28%	34%
Students with Disabilities	11	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	47	738	738	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	58	730	730	729	*	26%	33%	28%	*	28%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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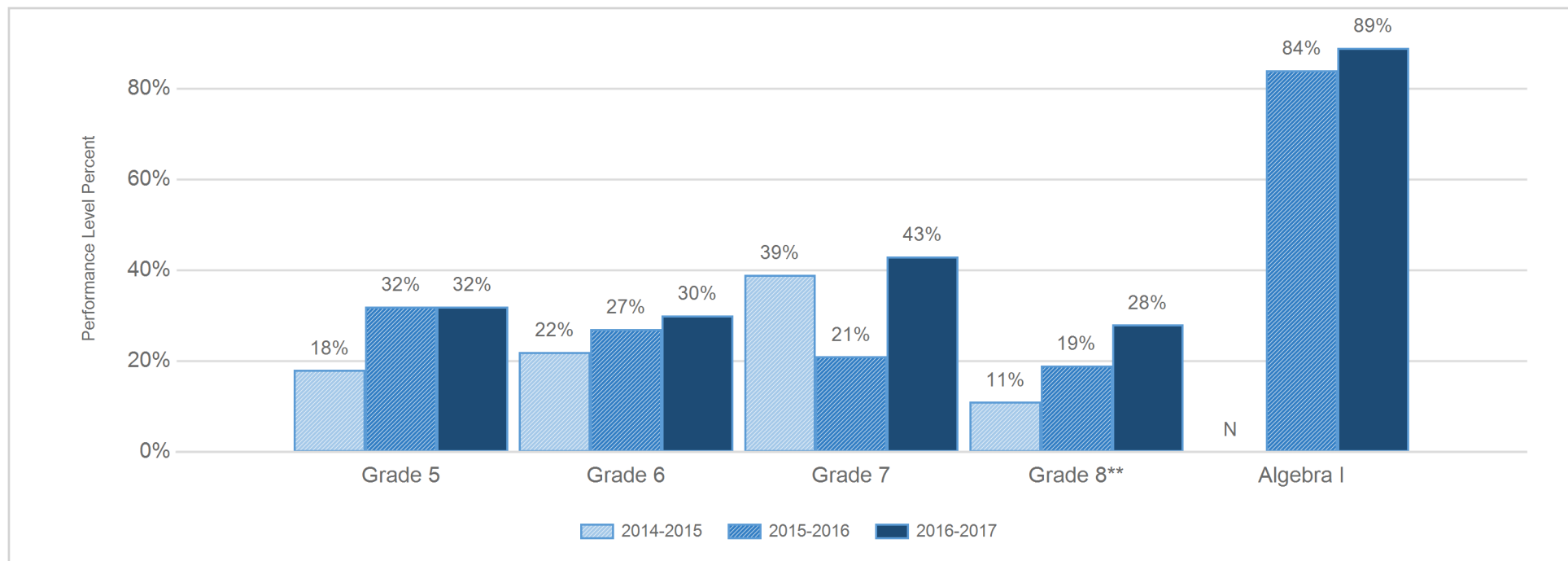
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	774	774	743	0%	0%	*	78%	*	89%	42%
White	14	772	772	751	0%	0%	*	71%	*	86%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	18	774	774	747	0%	0%	*	78%	*	89%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	18	774	774	745	0%	0%	*	78%	*	89%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

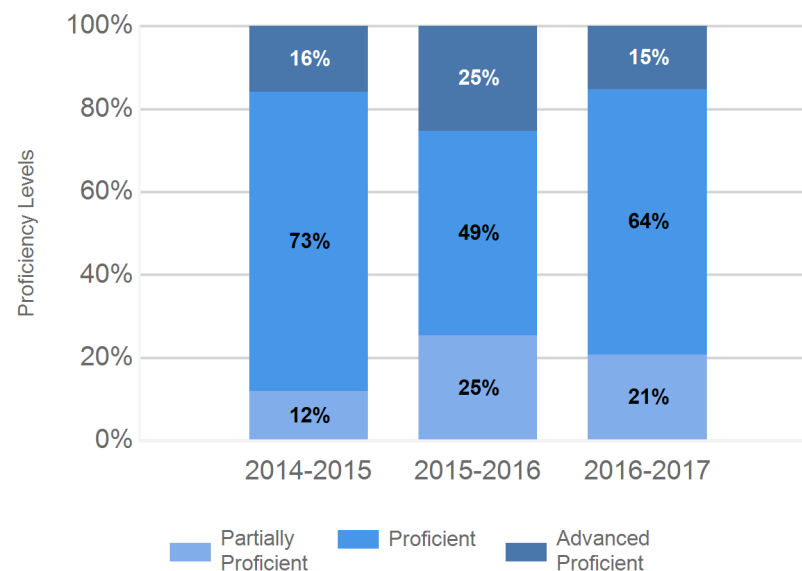
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	15%	64%	21%
White	17%	63%	20%
Hispanic	13%	63%	25%
Black or African American	10%	70%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	71%	7%
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	55	50	Met Target	56.5	53	50	Met Target
White	58	57	50	Met Target	56.5	55	52	Met Target
Hispanic	59	*	49	Met Target	58	*	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	61	46	47	Exceeds Target	57.5	47	46	Met Target
Students with Disabilities	45.5	42.5	41	Met Target	62	43.5	43	Exceeds Target
English Learners	*	*	53	**	*	*	51	**

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



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

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

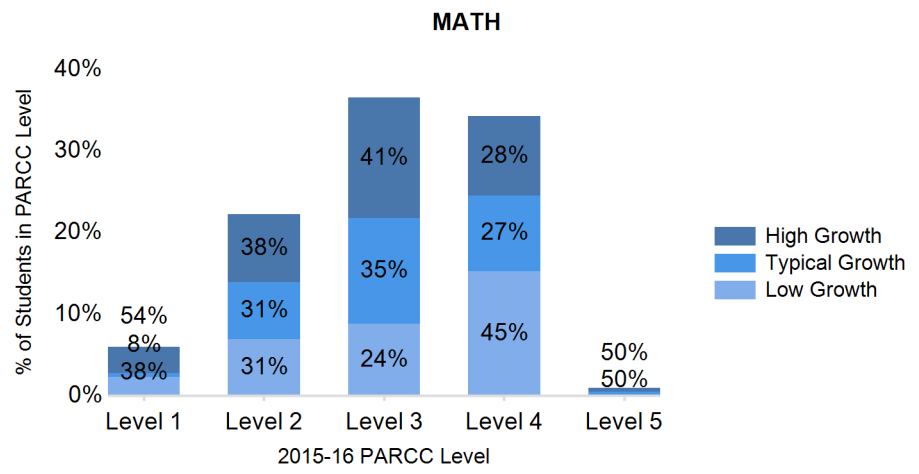
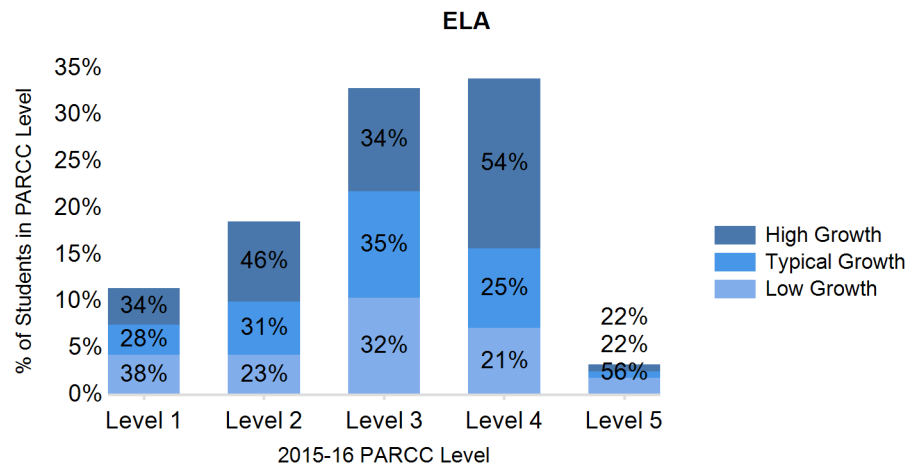
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

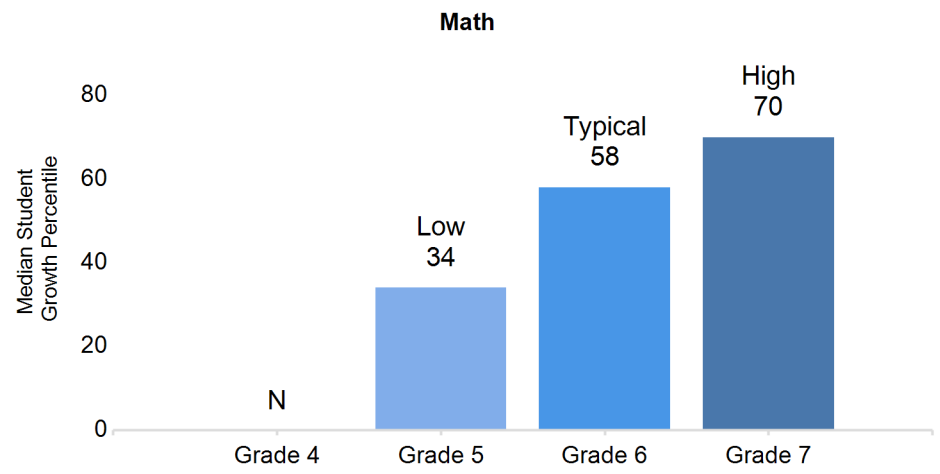
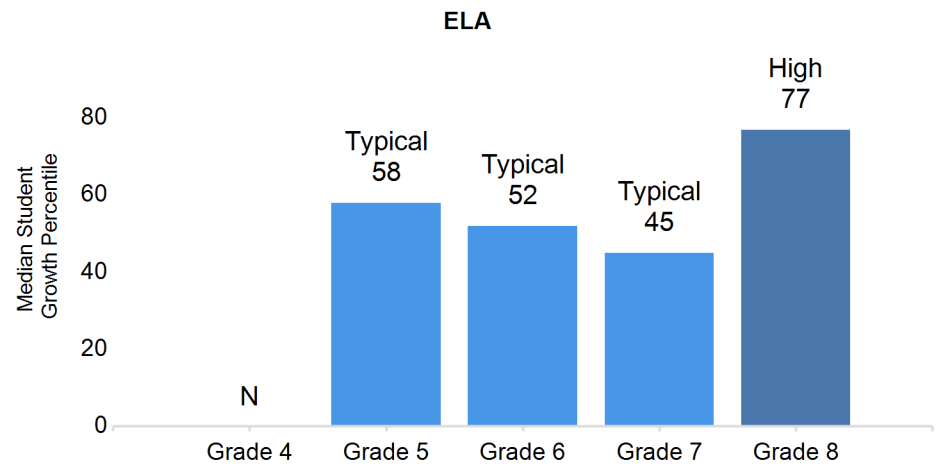
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	77
7	1	0	91
8	20	0	61
Schoolwide	21	0	229

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	73	0	0	0	0	0	0
7	87	0	0	0	0	0	0
8	77	0	0	0	0	0	0
Schoolwide	237	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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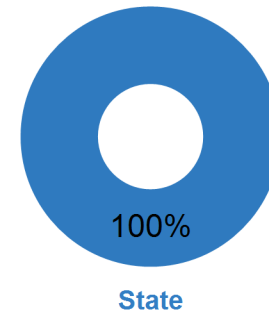
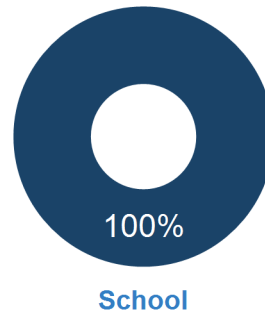
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Visual and Performing Arts – Course Participation

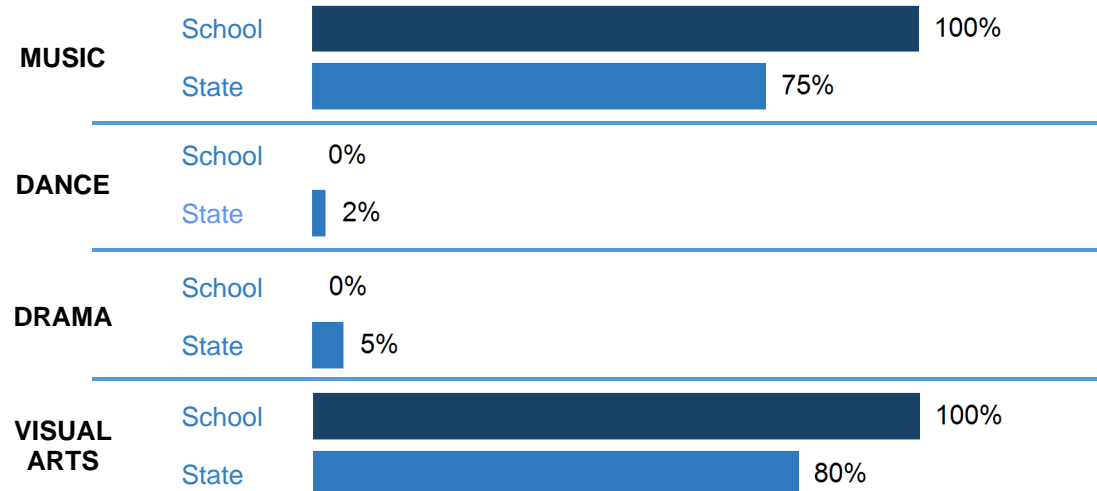
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

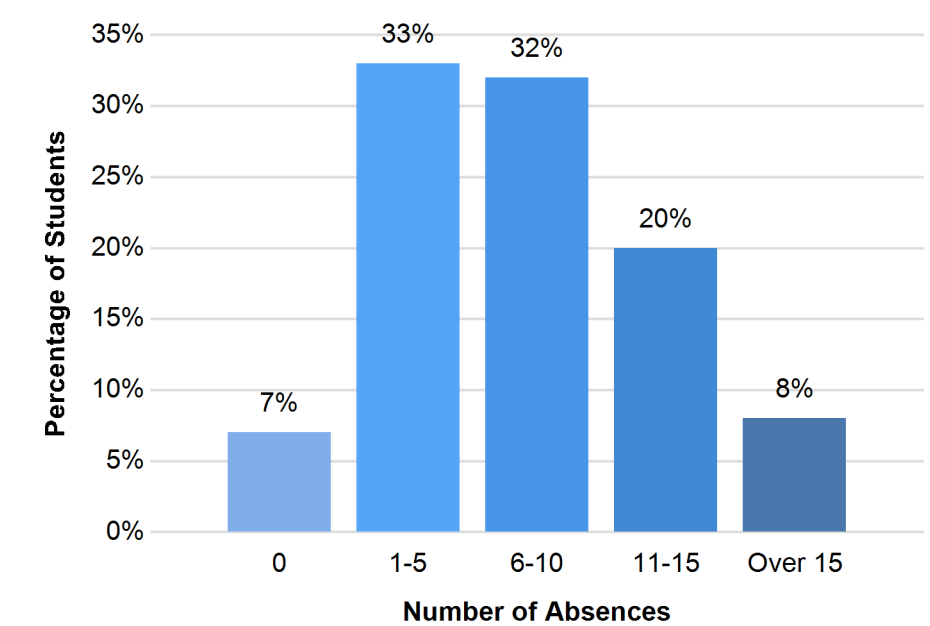
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.30	Met Target
White	5.60	8.30	Met Target
Hispanic	6.00	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	8.30	Met Target
Students with Disabilities	5.30	8.30	Met Target
English Learners	N	**	**

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

Days Absent

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



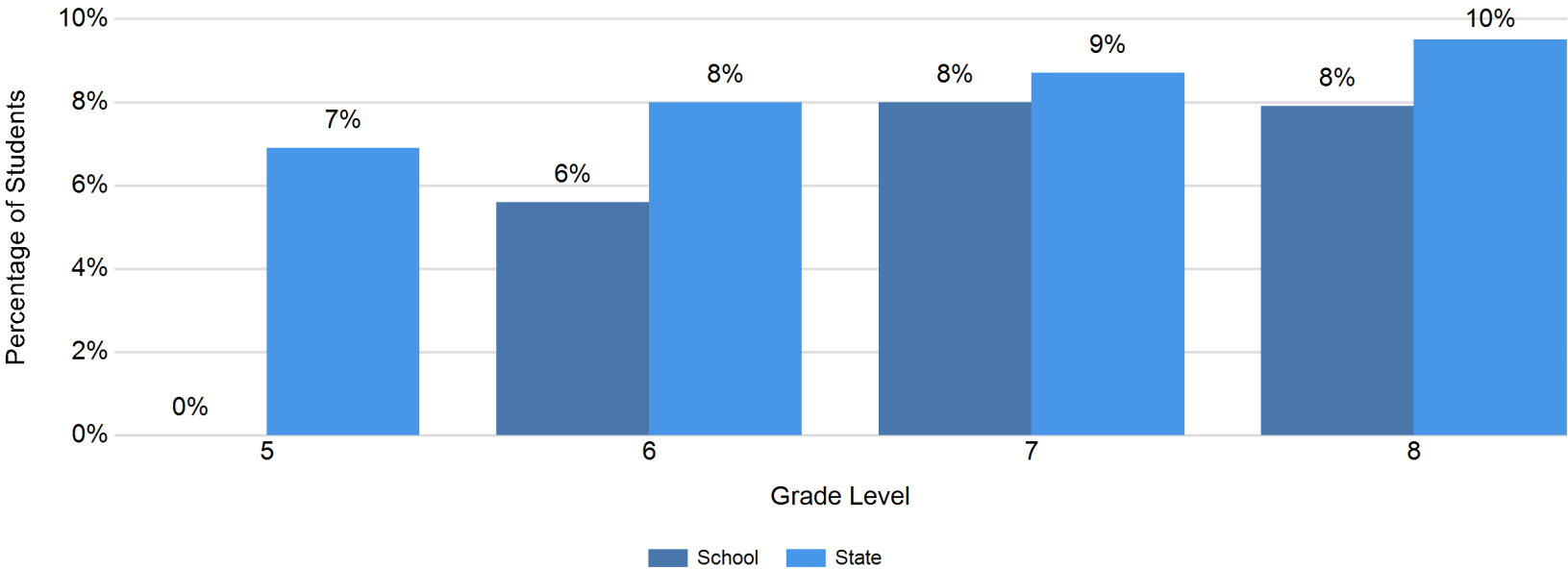


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs. 50 Mins.
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	3.80

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.1%
Out-of-School Suspensions	5.4%
Any Suspension	10.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	N	1355.0 kbps	100 kbps	Yes	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,287	\$12,399	\$13,686



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	7.3	10.5
Teachers in district for 4 or more years	44%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	4.4	11.6
Administrators in district for 4 or more years	33%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	79:1	123:1
Librarian/Media Specialists		N
Nurses		738:1
Counselors		369:1
Child Study Team		246:1



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

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

Teachers: All classroom teachers

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

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

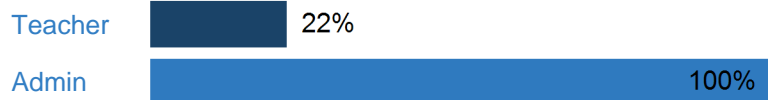
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	79%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	40.2	17.5%
Mathematics Proficiency	36.1	17.5%
English Language Arts Growth	80.3	25.0%
Mathematics Growth	78.0	25.0%
Chronic Absenteeism	71.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.6
Summative Rating: Percentile rank of Summative Score		71.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	48.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	68.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	81.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	73.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Mazzoni	Email Address:	mmazzoni@mullica.k12.nj.us
Address:	500 ELWOOD ROAD P O BOX 318 ELWOOD, NJ 08217-0318	Website:	http://www.mullicschools.com/
Phone:	(609)561-3868	Twitter:	https://twitter.com/MullicaCoyotes

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • Project Fit America grant • 1:1 Chromebook program in grades 5-8 • Award winning Big History Project
	Mission, Vision, Theme: <p>Our mission is to provide the best educational experience, in a safe yet challenging environment. Mullica fosters independent thought and creative thinking while recognizing, encouraging, and accepting similarities and differences. We strive to create an inviting learning environment that blends an assortment of instructional techniques while accepting all learning styles and abilities. We inspire our students to make responsible choices while becoming life-long learners.</p>
	Awards, Recognition, Accomplishments: <p>Mr. Michael Gerber, a teacher in Mullica Township, was featured on New Jersey Classroom Close-Up and One-on-One with Steve Aduato for his work with The Big History Project. AtlantiCare Healthy Schools, Healthy Children awarded Mullica Township School with a \$17,800 Project Fit America grant. Mullica Township School District was selected by the New Jersey Department of Education to pilot the Blended Online Learning Module program.</p>







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 Courses, Curriculum, Instruction:	<p>Standards-based curricula include English Language Arts, Mathematics, Algebra 1, Social Studies, Science, Art, Music, Spanish, Financial Literacy, Physical Education and Health. Students may elect to participate in band and chorus. Primary Enrichment is whole class in Kindergarten-Grade 4. Middle School Enrichment, The Big History Project, is offered to identified students in Grades 5-8.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Championship winning seasons from the cross country teams.</p>
 Clubs and Activities:	<p>Mullica Township School District offered an array of clubs and activities for students during the 2016-2017 SY: NJ Honor Society Student Council Yearbook Safety Patrol Talent Show Band Positively Powerful Girl's Club Children's Theatre Art Club Chorus Mullica Morning Howl Video Club</p>
 Before and After School Programs:	<p>Mullica Township Schools provided before and after school care through the Cumberland Cape Atlantic YMCA. Before and after care is open to all students in preK-grade 8.</p>







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 Staff and Professional Learning:	<p>Mullica Township is a participant in the state's Blended On-line Learning initial. Initially, PLC time was devoted to unpacking the standards and to determine evidence of standard attainment. Because the district is now using edConnect, PLC time is used for creating standards-based assessments. Required PD is accomplished at the beginning of the year and on PD days the SclP recommends offerings.</p>
 Student Supports and Services:	<p>Mullica Township Schools provide school based occupational therapy, physical therapy, speech therapy, and individual and group counseling services. Mullica Township fosters a collaborative community with monthly Intervention and referral services meetings where teachers work together to develop interventions to support students' individual needs. If students need additional support, he/she may participate in the school's afterschool program.</p>
 Student Health and Wellness:	<p>Mullica Township Schools promote health and wellness of students through various activities such as; our school garden, AtlantiCare grants, Project Fit America, health and wellness committee, and a commitment to organized play throughout the school day, including recess. This year we instituted a breakfast in the classroom program.</p>
 Parent and Community Involvement:	<p>Mullica Township Schools have an active and healthy Parent Teacher Association. The PTA supports the schools through the funding of field trips, assemblies, special programs, classroom materials, books, and classroom helpers. Parents can communicate with the school via our Genesis Parent Portal, which can be accessed on our website. Mullica Township Schools maintain excellent working relationships with the Mullica Township Recreation Association and Mullica Township Education Foundation.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Last year, the Mullica Township Schools passed two referendum questions to address health, safety, and security concerns in the district. Construction began this year on a new roof, as well as, the replacement of many out of compliant doors and hardware. In the coming months, HVAC units will be replaced, new LED lighting installed, and a new parking lot completed. The Schools also completed a state of the art security camera project this summer and recently installed a new phone system.</p>
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<div>Other Information:</div>	<p>Mullica Township Schools embrace technology, as evidenced by our 1:1 Chromebook initiative in grades 5-8. We will continue to explore all aspects of technology to ensure our learners are provided with a cutting edge educational program. Mullica Township Schools are currently going through a Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools accreditation process with the anticipation of achieving accreditation during the 2018-19 school year. Mullica Township Schools are prepared to provide the best possible preK-8 education for the learners of today and tomorrow.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	62	53	40
KG	67	71	67
1	85	65	76
2	80	80	75
3	76	83	80
4	65	73	83
Ungraded	3	2	1
Total	438	427	422

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	47%	44%	43%
Students with Disabilities	15%	15%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.1%
Hispanic	23.2%
Black or African American	5.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	68	53	40
KG - Half Day	0	0	0
KG - Full Day	67	71	67

Enrollment by Home Language

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

Home Language	% of Students
English	95.5%
Spanish	4.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	153	96.4	51.60	51.00	54.90	51.6	43.3	Met Target
White	108	95.0	61.20	55.10	63.90	61.2	51.5	Met Target
Hispanic	36	100.0	25.00	38.20	39.80	25	18.8	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	80.70	N	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	71	97.4	57.80	60.00	62.20	57.8		
Male	82	95.5	46.40	42.70	48.10	46.4		
Economically Disadvantaged Students	33	100.0	27.30	41.10	36.20	27.3	29.9	Met Target†
Non-Economically Disadvantaged Students	120	95.3	58.30	54.00	65.80	58.3		
Students with Disabilities	28	93.3	14.30	19.50	20.50	14.3	22.2	Met Target†
Students without Disabilities	125	97.1	60.00	57.90	61.90	60		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	153	96.4	51.60	*	57.40	51.6		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	746	746	749	14%	*	27%	44%	*	49%	50%
White	56	749	749	759	*	*	25%	46%	*	54%	61%
Hispanic	18	744	744	734	*	*	*	*	0%	39%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	41	755	755	754	*	*	*	44%	*	54%	55%
Male	37	736	736	745	*	*	*	43%	*	43%	46%
Economically Disadvantaged Students	16	739	739	731	*	*	*	*	*	38%	31%
Non-Economically Disadvantaged Students	62	748	748	762	*	*	*	*	*	52%	63%
Students with Disabilities	11	708	708	720	*	*	*	*	*	18%	24%
Students without Disabilities	67	752	752	755	*	*	*	*	*	54%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	78	746	746	752	14%	*	27%	44%	*	49%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	749	749	753	*	18%	18%	48%	*	56%	56%
White	58	760	760	762	*	*	19%	57%	*	67%	67%
Hispanic	17	713	713	740	*	*	*	*	0%	12%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	33	757	757	758	*	*	*	52%	*	61%	61%
Male	46	744	744	749	*	*	*	46%	*	52%	51%
Economically Disadvantaged Students	18	727	727	737	*	*	*	*	*	22%	36%
Non-Economically Disadvantaged Students	61	756	756	764	*	*	*	*	*	66%	69%
Students with Disabilities	14	710	710	725	*	*	0%	*	*	14%	25%
Students without Disabilities	65	758	758	759	*	*	22%	*	*	65%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	749	749	755	*	18%	18%	48%	*	56%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

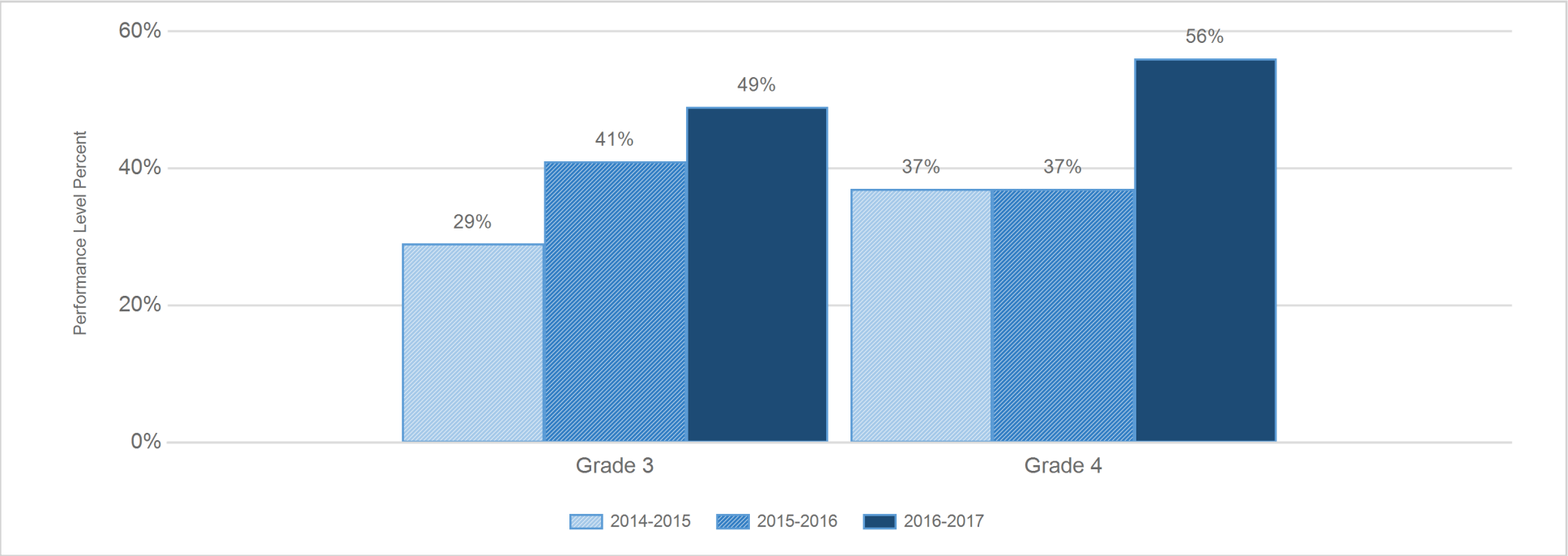


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	153	96.4	54.90	43.50	43.50	54.9	55.6	Met Target†
White	108	95.0	62.00	47.60	52.40	62	66.3	Met Target†
Hispanic	36	100.0	33.40	30.60	27.60	33.4	24.8	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	75.60	N	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	71	97.4	62.00	41.90	44.10	62		
Male	82	95.5	48.80	44.90	42.90	48.8		
Economically Disadvantaged Students	33	100.0	36.30	36.00	25.10	36.3	38.6	Met Target†
Non-Economically Disadvantaged Students	120	95.3	60.00	45.80	54.30	60		
Students with Disabilities	28	93.3	17.90	22.10	16.50	17.9	33.3	Not Met
Students without Disabilities	125	97.1	63.20	48.10	48.80	63.2		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	153	96.4	54.90	*	45.20	54.9		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	755	755	751	*	*	23%	40%	*	56%	53%
White	56	756	756	759	*	*	*	36%	21%	57%	63%
Hispanic	18	754	754	738	*	*	*	*	*	56%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	41	757	757	751	*	*	*	46%	*	61%	52%
Male	37	753	753	751	*	*	*	32%	*	51%	53%
Economically Disadvantaged Students	16	748	748	736	*	*	*	*	*	44%	34%
Non-Economically Disadvantaged Students	62	757	757	761	*	*	*	*	*	60%	65%
Students with Disabilities	11	715	715	729	*	*	*	*	*	18%	29%
Students without Disabilities	67	762	762	755	*	*	*	*	*	63%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	78	755	755	753	*	*	23%	40%	*	56%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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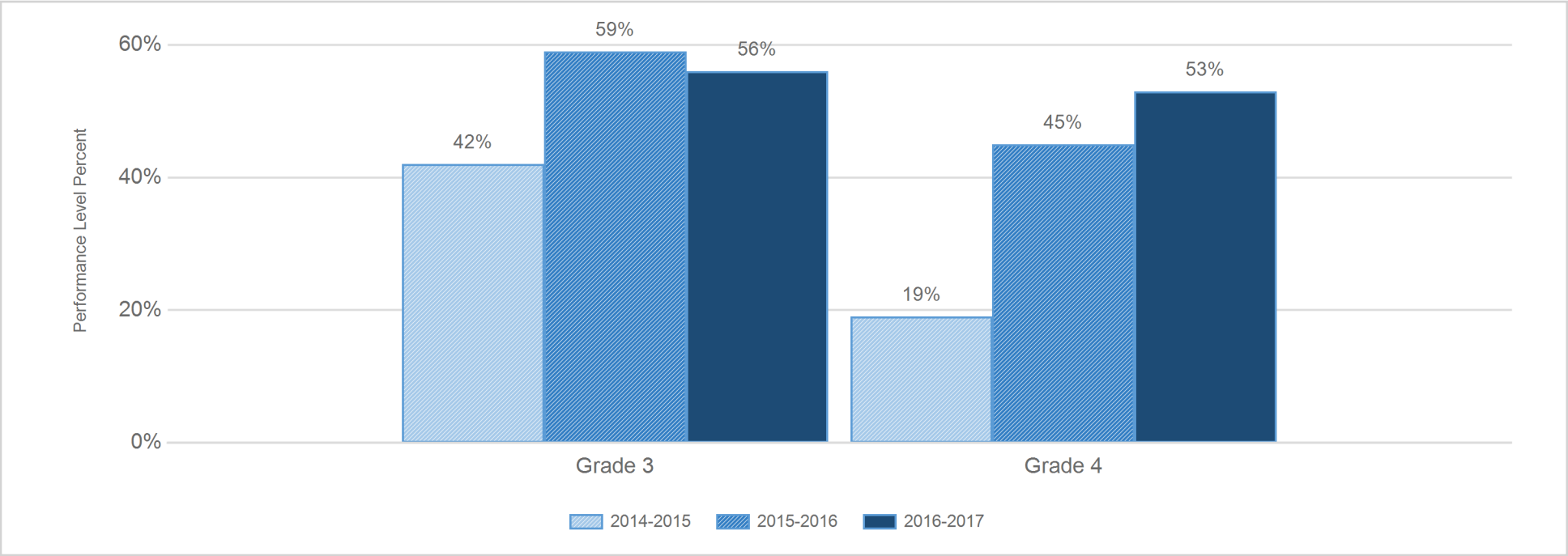
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	752	752	747	*	*	27%	42%	*	53%	47%
White	58	762	762	755	*	*	24%	52%	*	66%	59%
Hispanic	17	721	721	734	*	*	*	*	0%	12%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	33	756	756	747	*	*	30%	46%	*	58%	47%
Male	46	750	750	747	*	*	24%	39%	*	50%	48%
Economically Disadvantaged Students	18	730	730	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	61	759	759	757	*	*	*	*	*	61%	61%
Students with Disabilities	14	710	710	724	*	*	*	*	*	14%	22%
Students without Disabilities	65	761	761	751	*	*	*	*	*	62%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	752	752	749	*	*	27%	42%	*	53%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

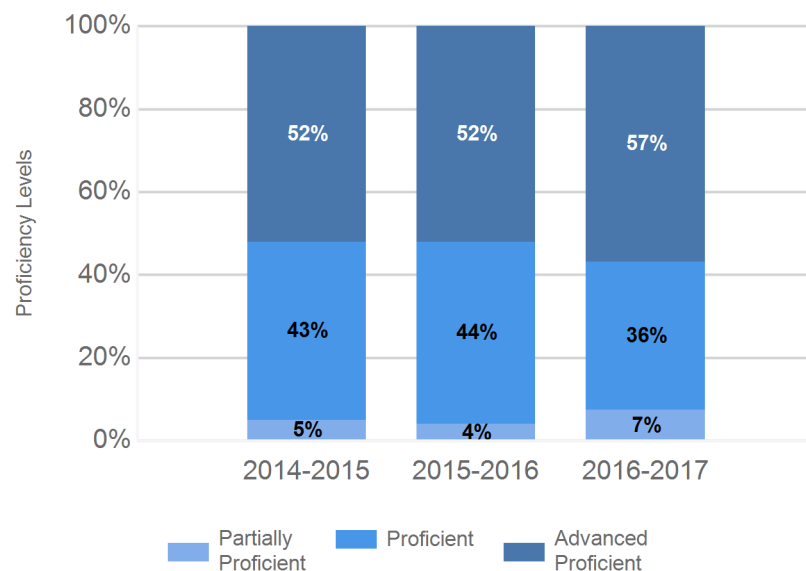
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	57%	36%	7%
White	70%	28%	2%
Hispanic	*	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	24%	65%	12%
Students with Disabilities	21%	57%	21%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40.5	55	50	Met Target	45.5	53	50	Met Target
White	53	57	50	Met Target	52	55	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	32	46	47	**	40	47	46	**
Students with Disabilities	36.5	42.5	41	**	35	43.5	43	**
English Learners	N	N	N	N	N	N	N	N

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



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

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

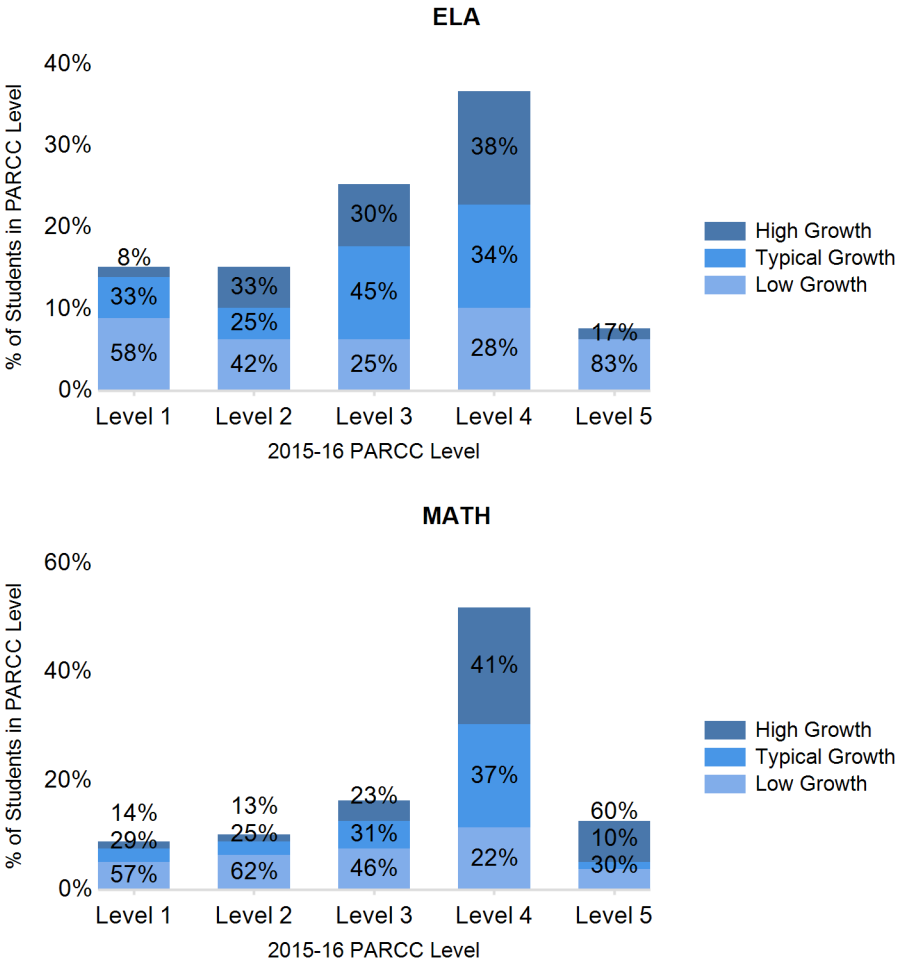
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

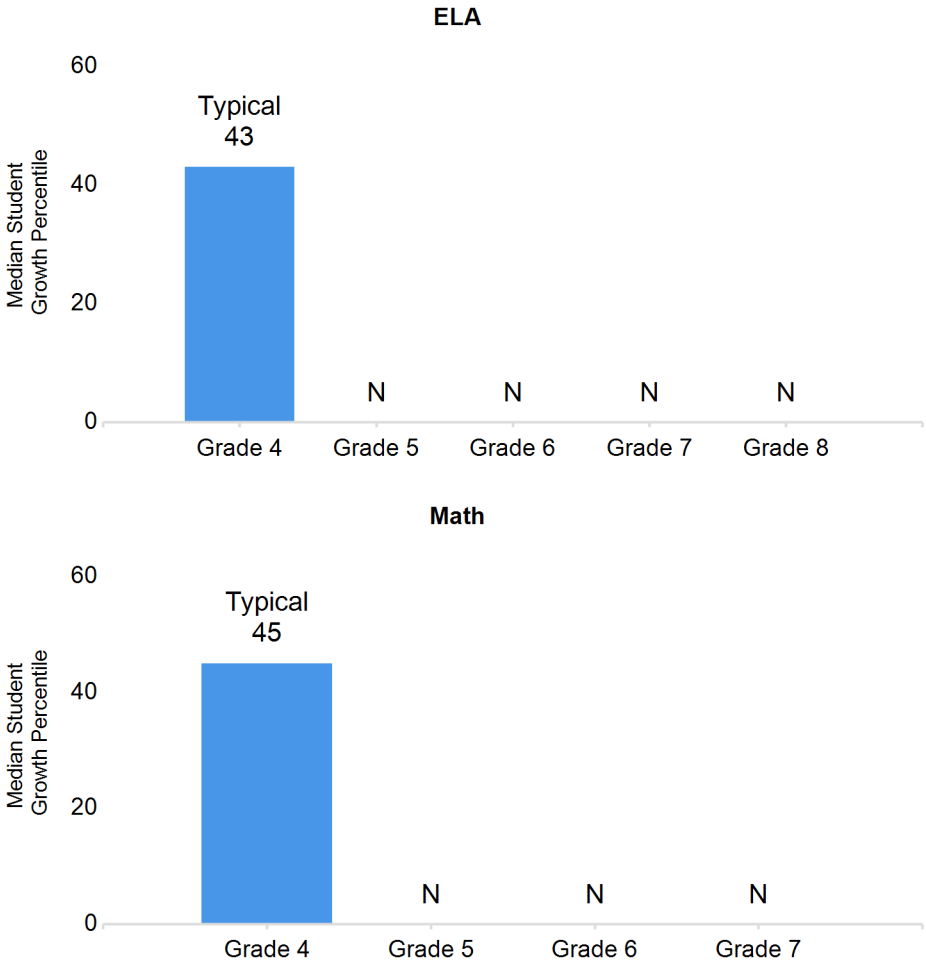
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

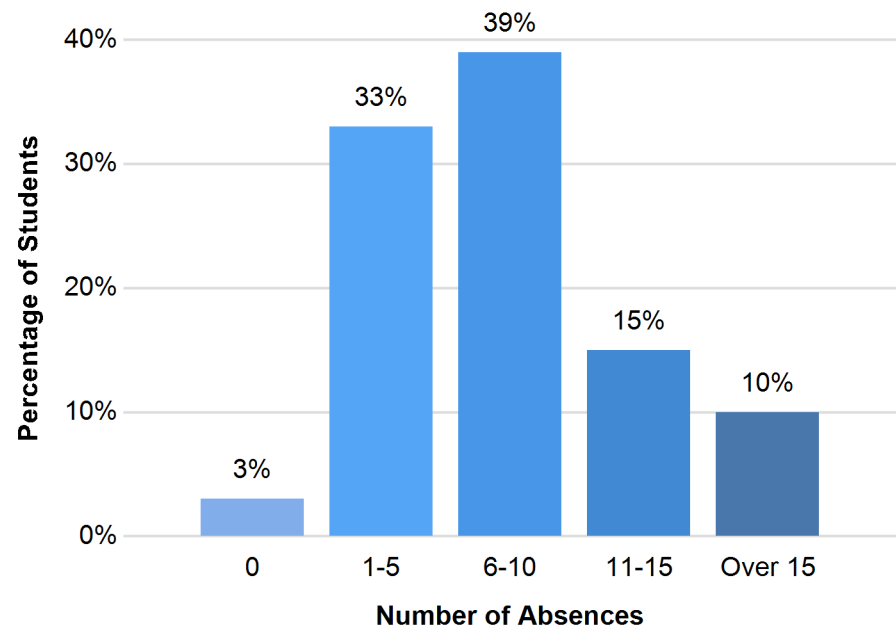
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	8.70	Met Target
White	8.80	8.70	Not Met
Hispanic	6.00	8.70	Met Target
Black or African American	5.00	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.80	8.70	Not Met
Students with Disabilities	15.40	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



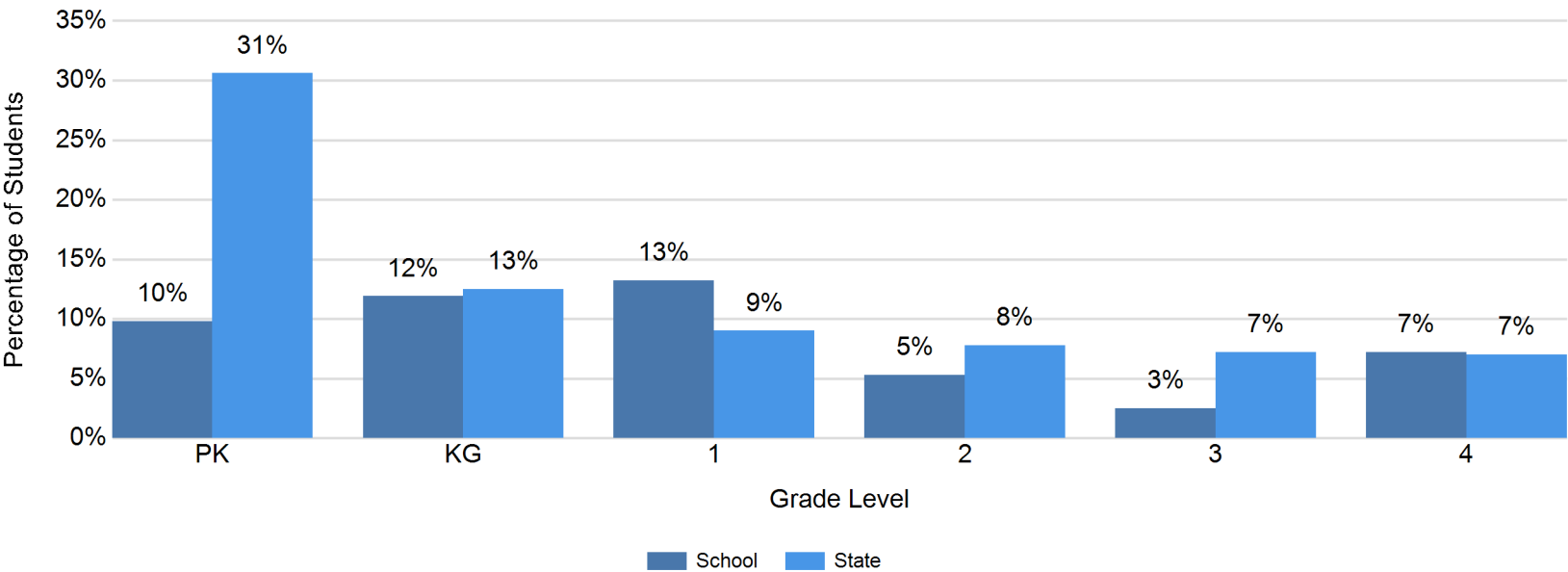


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:35AM
Typical End Time	3:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs. 20 Mins.
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.71

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.4%
Out-of-School Suspensions	4.7%
Any Suspension	7.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	1355.0 kbps	100 kbps	Yes	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,287	\$12,399	\$13,686



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	7.3	10.5
Teachers in district for 4 or more years	50%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	4.4	11.6
Administrators in district for 4 or more years	33%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	422:1	123:1
Librarian/Media Specialists		N
Nurses		738:1
Counselors		369:1
Child Study Team		246:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	79%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	28.6	17.5%
Mathematics Proficiency	57.9	17.5%
English Language Arts Growth	32.1	25.0%
Mathematics Growth	40.5	25.0%
Chronic Absenteeism	44.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.9
Summative Rating: Percentile rank of Summative Score		34.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	39.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	48.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Mullica Township Primary School
2016-2017
Grade Span PK-04




01-3480-020
 ATLANTIC
 MULICA TWP
 500 ELWOOD ROAD
 P O BOX 318
 ELWOOD, NJ 08217-0318

School General Info

Principal:	Mr. Mazzoni	Email Address:	mmazzoni@mullica.k12.nj.us
Address:	500 ELWOOD ROAD P O BOX 318 ELWOOD, NJ 08217-0318	Website:	http://www.mullicschools.com/
Phone:	(609)561-3868	Twitter:	https://twitter.com/MullicaCoyotes

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Project Fit America grant • Technology is the part of each school day • Emphasis on character education development with Character Counts program and PBIS
 Mission, Vision, Theme:	<p>Our mission is to provide the best educational experience, in a safe yet challenging environment. Mullica fosters independent thought and creative thinking while recognizing, encouraging, and accepting similarities and differences. We strive to create an inviting learning environment that blends an assortment of instructional techniques while accepting all learning styles and abilities. We inspire our students to make responsible choices while becoming life-long learners.</p>
 Awards, Recognition, Accomplishments:	<p>Mr. Michael Gerber, a teacher in Mullica Township, was featured on New Jersey Classroom Close-Up and One-on-One with Steve Adubato for his work with The Big History Project. AtlantiCare Healthy Schools, Healthy Children awarded Mullica Township School with a \$17,800 Project Fit America grant. Mullica Township School District was selected by the New Jersey Department of Education to pilot the Blended Online Learning Module program.</p>






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 <div>Courses, Curriculum, Instruction:</div>	Standards-based curricula include English Language Arts, Mathematics, Algebra 1, Social Studies, Science, Art, Music, Spanish, Financial Literacy, Physical Education and Health. Students may elect to participate in band and chorus. Primary Enrichment is whole class in Kindergarten-Grade 4. Middle School Enrichment, The Big History Project, is offered to identified students in Grades 5-8.
 <div>Clubs and Activities:</div>	Mullica Township School District offered an array of clubs and activities for students during the 2016-2017 SY: NJ Honor Society Student Council Yearbook Safety Patrol Talent Show Band Positively Powerful Girl's Club Children's Theatre Art Club Chorus Mullica Morning Howl Video Club
 <div>Before and After School Programs:</div>	Mullica Township Schools provided before and after school care through the Cumberland Cape Atlantic YMCA. Before and after care is open to all students in preK-grade 8.



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 Staff and Professional Learning:	<p>Mullica Township is a participant in the state's Blended On-line Learning initial. Initially, PLC time was devoted to unpacking the standards and to determine evidence of standard attainment. Because the district is now using edConnect, PLC time is used for creating standards-based assessments. Required PD is accomplished at the beginning of the year and on PD days the SclP recommends offerings.</p>
 Student Supports and Services:	<p>Mullica Township Schools provide school based occupational therapy, physical therapy, speech therapy, and individual and group counseling services. Mullica Township fosters a collaborative community with monthly Intervention and referral services meetings where teachers work together to develop interventions to support students' individual needs. If students need additional support, he/she may participate in the school's afterschool program.</p>
 Student Health and Wellness:	<p>Mullica Township Schools promote health and wellness of students through various activities such as; our school garden, AtlantiCare grants, Project Fit America, health and wellness committee, and a commitment to organized play throughout the school day, including recess. This year we instituted a breakfast in the classroom program.</p>
 Parent and Community Involvement:	<p>Mullica Township Schools have an active and healthy Parent Teacher Association. The PTA supports the schools through the funding of field trips, assemblies, special programs, classroom materials, books, and classroom helpers. Parents can communicate with the school via our Genesis Parent Portal, which can be accessed on our website. Mullica Township Schools maintain excellent working relationships with the Mullica Township Recreation Association and Mullica Township Education Foundation.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Last year, the Mullica Township Schools passed two referendum questions to address health, safety, and security concerns in the district. Construction began this year on a new roof, as well as, the replacement of many out of compliant doors and hardware. In the coming months, HVAC units will be replaced, new LED lighting installed, and a new parking lot completed. The Schools also completed a state of the art security camera project this summer and recently installed a new phone system.</p>
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<div>Other Information:</div>	<p>Mullica Township Schools embrace technology, as evidenced by our 1:1 Chromebook initiative in grades 5-8. We will continue to explore all aspects of technology to ensure our learners are provided with a cutting edge educational program. Mullica Township Schools are currently going through a Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools accreditation process with the anticipation of achieving accreditation during the 2018-19 school year. Mullica Township Schools are prepared to provide the best possible preK-8 education for the learners of today and tomorrow.</p>
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