NJ SCHOOL PERFORMANCE REPORT

MULLICA TOWNSHIP MIDDLE SCHOOL
(01-3480-025)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	MULLICA TWP
Principal Name	MRS. LYNN
Address	500 ELWOOD ROAD ELWOOD, NJ 08217-0318
Phone Number	(609)561-3868
Email Address	MLYNN@MULLICASCHOOLS.COM
Website	https://www.mullicaschools.com/
Facebook	https://www.facebook.com/MullicaTownshipSchools
Twitter	https://twitter.com/MullicaCoyotes

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
5	70	82	87
6	81	70	81
7	79	88	68
8	81	76	85
Total	311	316	321

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.6%	50.0%	49.2%
Male	51.4%	50.0%	50.8%
Economically Disadvantaged Students	41.5%	41.8%	21.5%
Students with Disabilities	16.1%	16.8%	15.3%
English Learners	1.3%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		1.9%	0.6%
Military-Connected Students		0.6%	2.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	71.1%	72.8%	74.8%
Hispanic	21.5%	20.9%	20.2%
Black or African American	6.8%	5.4%	4.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.3%	0.6%	0.9%

Enrollment by Home Language

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

Home Language	% of Students
English	92.8%
Spanish	6.9%
Other Languages	0.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	59	54	50	Met Standard	34	37	50	Not Met
White	59	56	50	Met Standard	34.5	38	51	Not Met
Hispanic	57	51	49	Met Standard	28	32.5	48	Not Met
Black or African American	47	53.5	44	**	49	49.5	44	**
Asian, Native Hawaiian, or Pacific Islander	N	N	61	**	N	N	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	55.5	51	48	Met Standard	32	36	47	Not Met
Students with Disabilities	38	30	41	Not Met	26	33	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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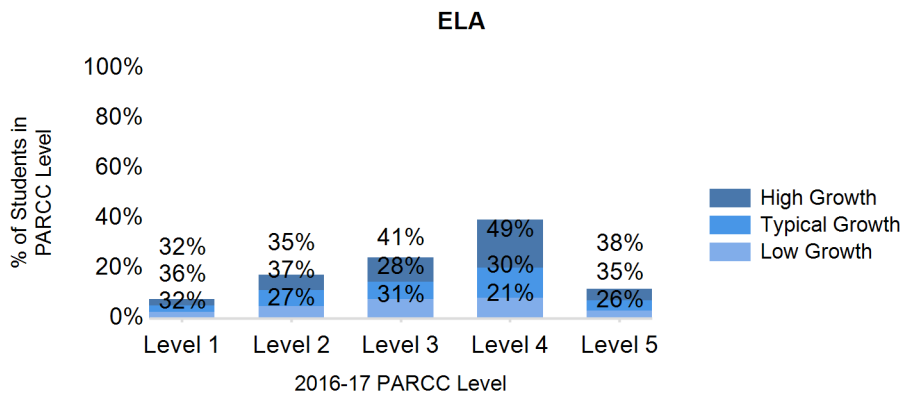
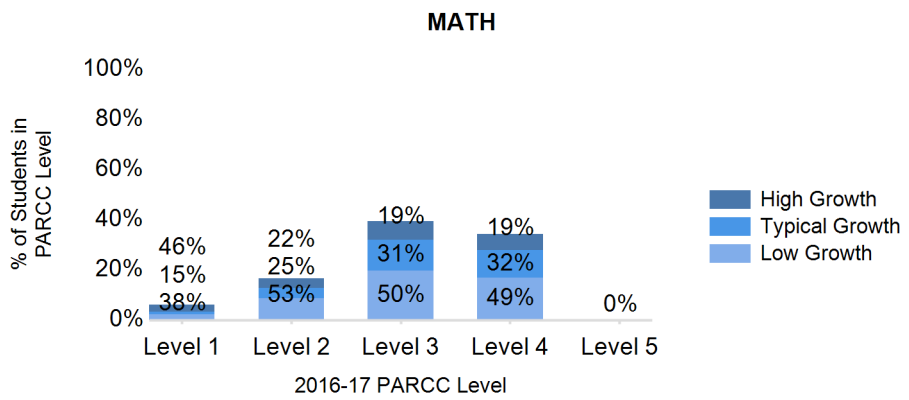
Student Growth by Performance Level

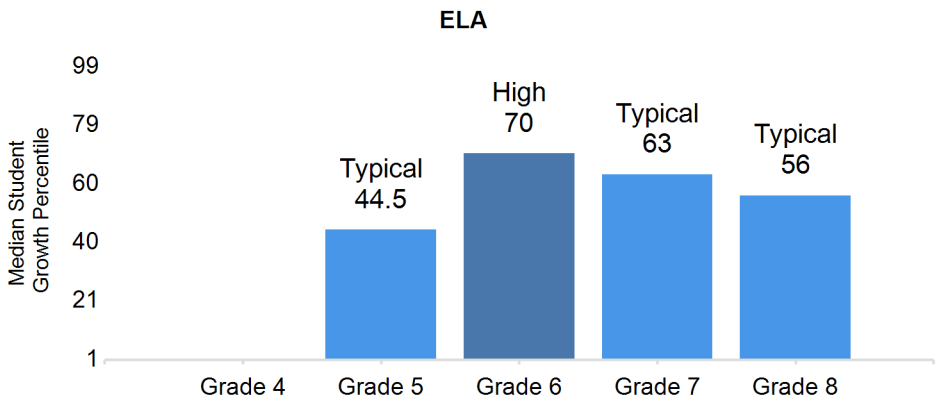
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

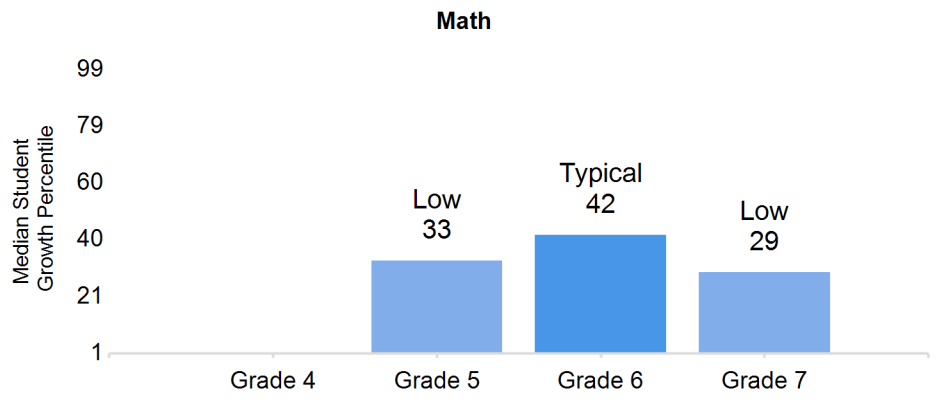




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	307	95.1	54.8	53.6	56.7	54.8	37.4	Met Target
White	234	95.9	58.6	58.3	65.6	58.6	38.7	Met Target
Hispanic	57	90.6	36.9	36.7	42.5	36.2	35.7	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	151	94.4	65.5	64.9	64.5	65.5		
Male	156	95.8	44.2	42.1	49.4	44.2		
Economically Disadvantaged Students	115	97.5	48.7	47.8	38.5	*	28.6	Met Target
Non-Economically Disadvantaged Students	192	93.7	58.4	57.3	67.5	*		
Students with Disabilities	51	94.4	17.7	19.8	21.6	17.5	20.3	Met Target†
Students without Disabilities	256	95.2	62.1	61.4	63.9	62.1		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	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	751	751	755	*	17%	22%	*	*	53%	58%
White	55	759	759	763	*	*	20%	*	*	62%	68%
Hispanic	15	719	719	743	*	*	*	*	*	13%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	33	760	760	762	*	*	*	*	*	67%	66%
Male	43	744	744	749	*	*	*	*	*	42%	51%
Economically Disadvantaged Students	34	736	736	739	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	42	764	764	766	*	*	*	*	*	69%	71%
Students with Disabilities	12	705	705	724	*	*	*	*	*	*	22%
Students without Disabilities	64	760	760	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	76	751	751	757	*	17%	22%	*	*	53%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	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	758	758	754	*	*	32%	40%	16%	56%	56%
White	62	761	761	761	*	*	29%	40%	19%	60%	66%
Hispanic	14	748	748	742	*	0%	*	*	*	43%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	47	764	764	761	*	*	28%	*	*	64%	64%
Male	34	749	749	748	*	*	38%	*	*	44%	48%
Economically Disadvantaged Students	28	753	753	739	*	*	43%	*	*	46%	37%
Non-Economically Disadvantaged Students	53	760	760	764	*	*	26%	*	*	60%	68%
Students with Disabilities	11	715	715	723	*	*	*	*	*	*	18%
Students without Disabilities	70	764	764	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	81	758	758	755	*	*	32%	40%	16%	56%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	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	64	760	760	760	*	*	23%	34%	25%	59%	63%
White	53	761	761	768	*	*	25%	30%	30%	60%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	32	771	771	769	*	*	*	*	*	75%	72%
Male	32	749	749	752	*	*	*	*	*	44%	54%
Economically Disadvantaged Students	26	770	770	742	*	*	*	*	*	65%	44%
Non-Economically Disadvantaged Students	38	753	753	771	*	*	*	*	*	55%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	64	760	760	762	*	*	23%	34%	25%	59%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	754	754	759	*	*	23%	37%	17%	54%	60%
White	61	757	757	767	*	*	21%	41%	16%	57%	70%
Hispanic	19	747	747	744	*	*	*	*	*	42%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	38	766	766	768	*	*	*	*	*	61%	69%
Male	44	743	743	751	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	26	756	756	740	*	*	*	*	*	54%	42%
Non-Economically Disadvantaged Students	56	753	753	769	*	*	*	*	*	54%	71%
Students with Disabilities	14	712	712	719	*	*	0%	*	*	21%	19%
Students without Disabilities	68	762	762	766	*	*	28%	*	*	60%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	82	754	754	761	*	*	23%	37%	17%	54%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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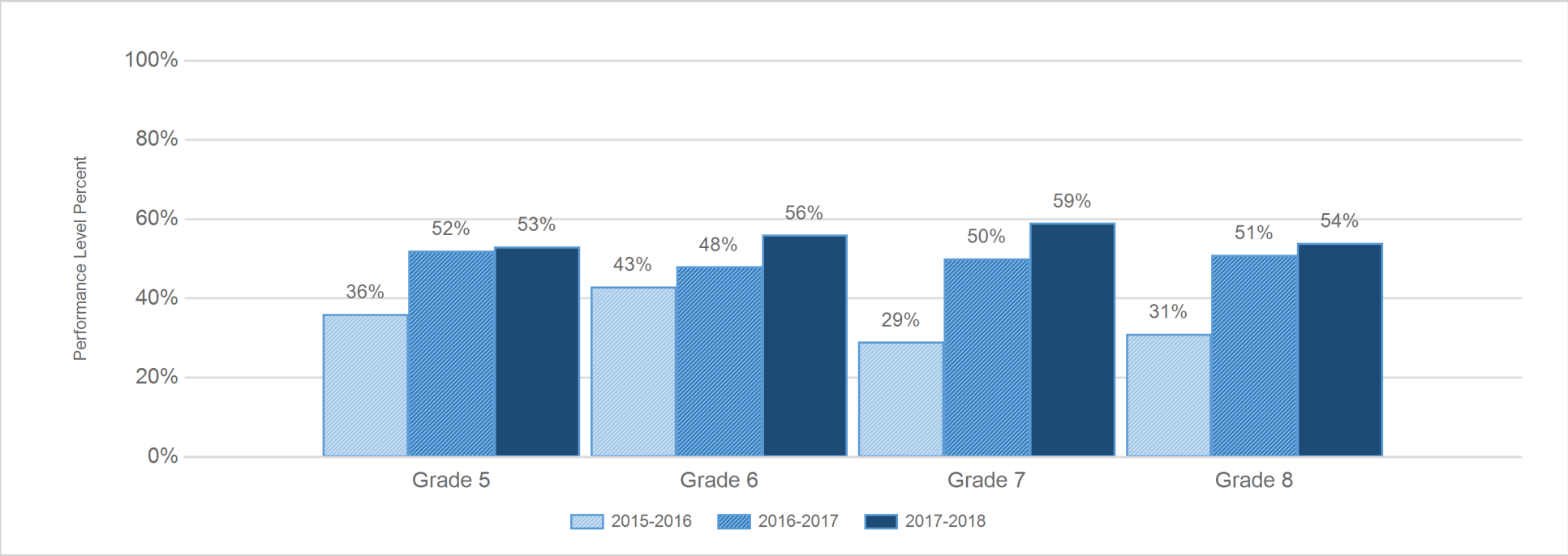
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	309	95.4	36.3	42.3	45.0	36.3	32.8	Met Target
White	235	96.3	39.6	46.6	54.1	39.6	33.4	Met Target
Hispanic	58	90.9	19.0	24.2	29.2	18.7	31.3	Not Met
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	152	94.4	36.9	44.9	46.0	36.9		
Male	157	96.4	35.7	39.8	43.9	35.7		
Economically Disadvantaged Students	115	97.5	33.9	39.3	26.6	33.9	25.3	Met Target
Non-Economically Disadvantaged Students	194	94.3	37.7	44.2	55.9	37.7		
Students with Disabilities	52	96.3	13.5	18.4	17.1	13.5	20.3	Met Target†
Students without Disabilities	257	95.2	40.9	47.8	50.5	40.9		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

MULLICA TOWNSHIP MIDDLE SCHOOL
(01-3480-025)
Grades Offered: 05-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	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	744	744	748	*	17%	23%	*	*	51%	49%
White	55	751	751	756	*	*	24%	*	*	60%	60%
Hispanic	17	718	718	736	*	*	*	*	*	18%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
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	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	35	749	749	749	*	*	*	*	*	57%	50%
Male	43	740	740	747	*	*	*	*	*	47%	48%
Economically Disadvantaged Students	34	735	735	733	*	*	*	*	*	41%	29%
Non-Economically Disadvantaged Students	44	751	751	758	*	*	*	*	*	59%	62%
Students with Disabilities	12	709	709	726	*	*	*	*	*	*	20%
Students without Disabilities	66	751	751	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	78	744	744	750	*	17%	23%	*	*	51%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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MULLICA TOWNSHIP MIDDLE SCHOOL
(01-3480-025)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	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	735	735	744	*	*	40%	30%	0%	30%	44%
White	62	738	738	751	*	*	39%	35%	0%	35%	54%
Hispanic	14	723	723	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	47	734	734	745	*	*	40%	28%	0%	28%	45%
Male	34	736	736	742	*	*	38%	32%	0%	32%	42%
Economically Disadvantaged Students	28	727	727	729	*	*	43%	*	*	18%	24%
Non-Economically Disadvantaged Students	53	739	739	753	*	*	38%	*	*	36%	56%
Students with Disabilities	11	711	711	717	*	*	*	*	*	*	13%
Students without Disabilities	70	738	738	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	81	735	735	745	*	*	40%	30%	0%	30%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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MULLICA TOWNSHIP MIDDLE SCHOOL
(01-3480-025)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	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	64	735	735	743	*	31%	36%	*	*	28%	43%
White	53	735	735	750	*	30%	38%	*	*	26%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	32	738	738	745	*	*	31%	*	*	34%	45%
Male	32	731	731	741	*	*	41%	*	*	22%	42%
Economically Disadvantaged Students	26	740	740	730	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	38	731	731	751	*	*	*	*	*	21%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	64	735	735	744	*	31%	36%	*	*	28%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(01-3480-025)
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	725	725	728	*	31%	37%	*	*	19%	28%
White	39	724	724	736	*	44%	31%	*	*	18%	36%
Hispanic	18	726	726	722	*	*	56%	*	*	17%	22%
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	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	27	728	728	731	*	*	44%	*	*	15%	31%
Male	32	722	722	725	*	*	31%	*	*	22%	26%
Economically Disadvantaged Students	22	730	730	719	*	*	*	*	*	27%	20%
Non-Economically Disadvantaged Students	37	722	722	735	*	*	*	*	*	14%	35%
Students with Disabilities	14	706	706	705	*	*	*	*	*	14%	*
Students without Disabilities	45	731	731	735	*	*	*	*	*	20%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	59	725	725	729	*	31%	37%	*	*	19%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	765	765	746	0%	*	*	75%	0%	75%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	11	764	764	748	0%	*	*	*	*	73%	48%
Male	13	766	766	745	0%	*	*	*	*	77%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	24	765	765	749	0%	*	*	75%	0%	75%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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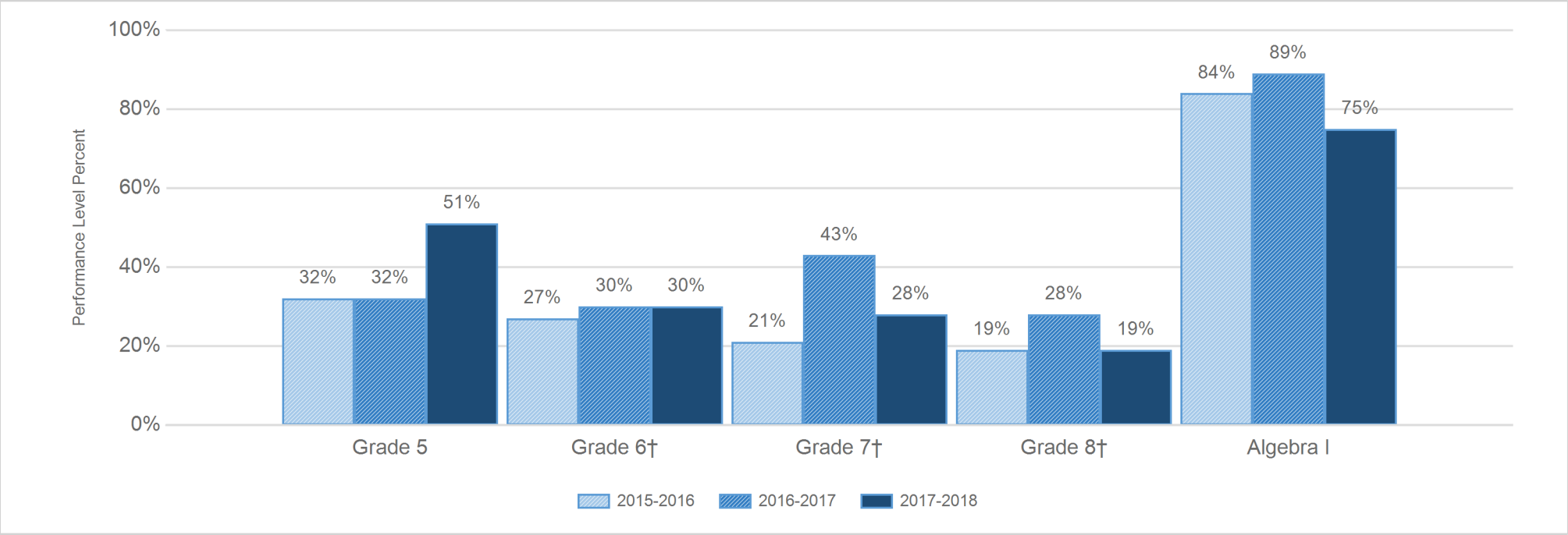
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	83
7	0	0	71
8	20	0	67
Total	20	0	221

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	83	0	0	0	0	0	0
7	70	0	0	0	0	0	0
8	87	0	0	0	0	0	0
Total	240	0	0	0	0	0	0

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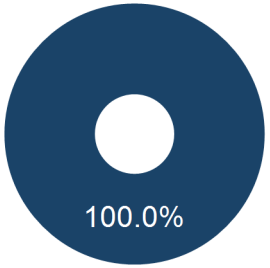
Visual and Performing Arts – Course Participation

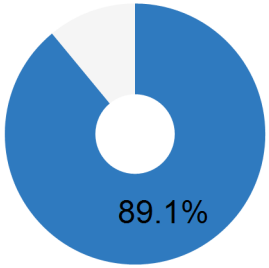
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

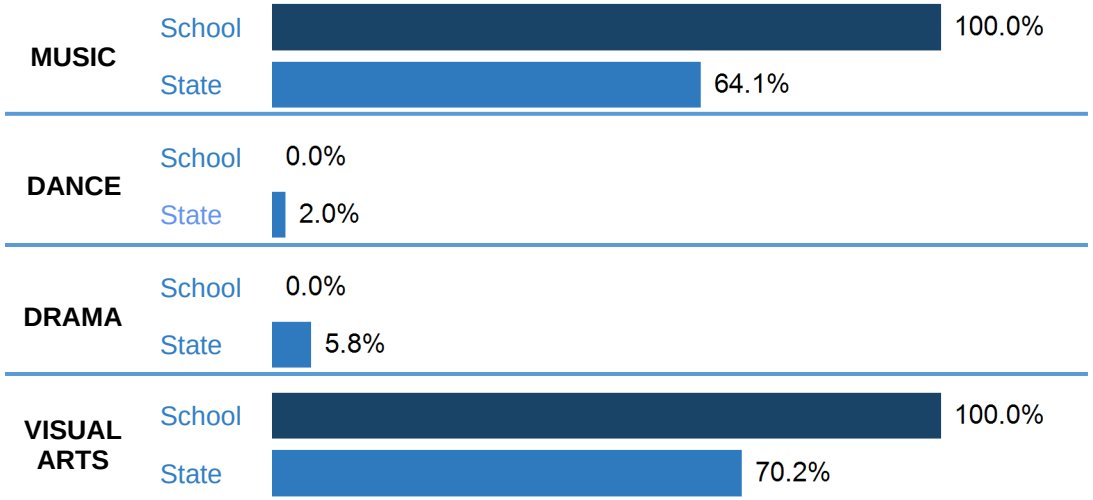


School



State

Students enrolled in one or more classes by discipline:



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

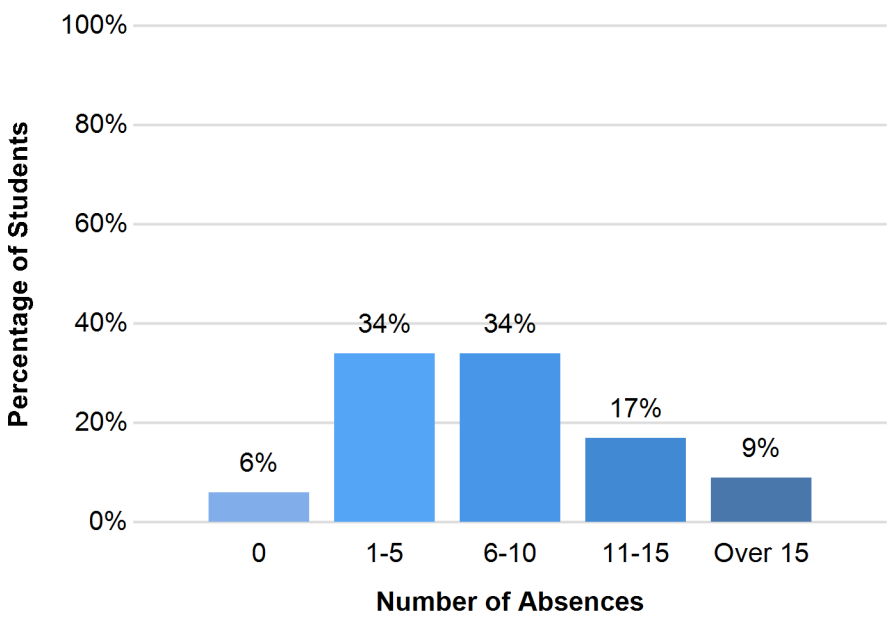
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	20	6.2	9.1	Met
White	15	6.2	9.1	Met
Hispanic	4	6.1	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	3	4.3	9.1	Met
Students with Disabilities	7	13.2	9.1	Not Met
English Learners	N	N	N	N

Days Absent

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



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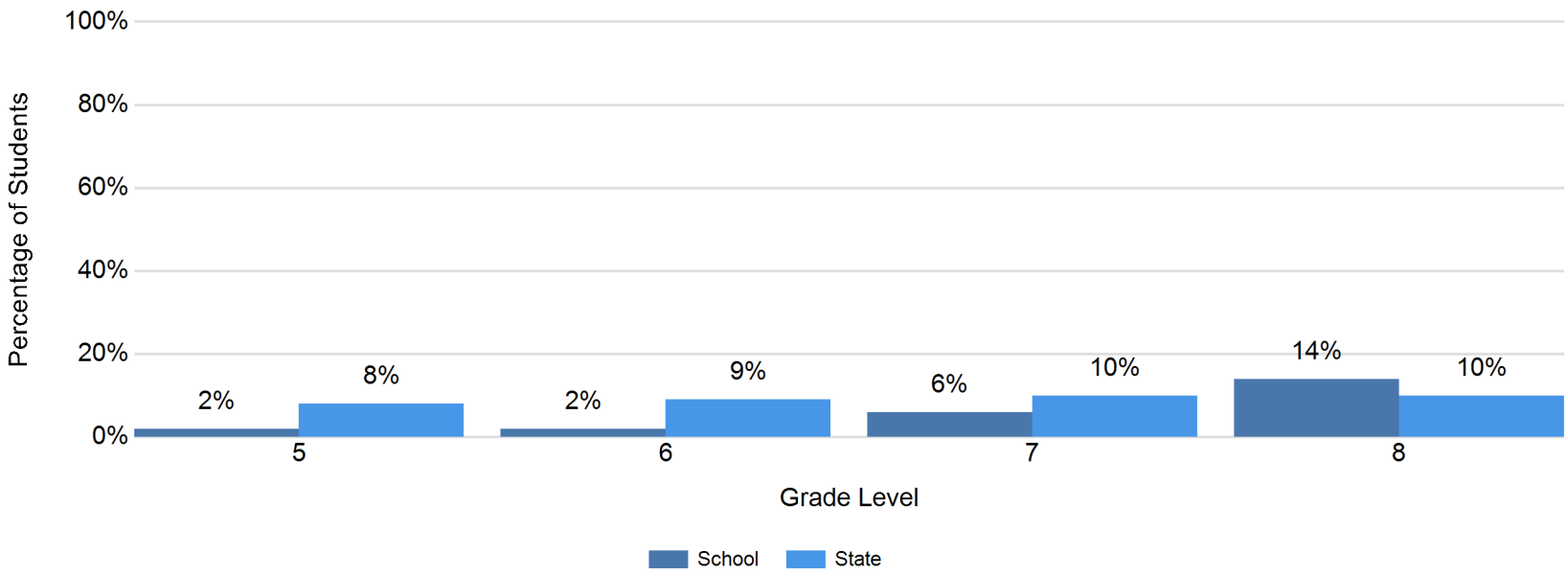
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

MULLICA TOWNSHIP MIDDLE SCHOOL
(01-3480-025)
Grades Offered: 05-08
2017-2018

Report Key:
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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.18

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	3.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
38

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:35 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.3:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,339	$13,167	$14,506

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	7.3	10.7
Teachers in district for 4 or more years	50.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,374
Average years experience in public schools	14.8	16.0
Average years experience in district	2.8	12.0
Administrators in district for 4 or more years	40.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	107:1	145:1
Teachers to Administrators	10:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		363:1
Students to Counselors		363:1
Students to Child Study Team		363:1

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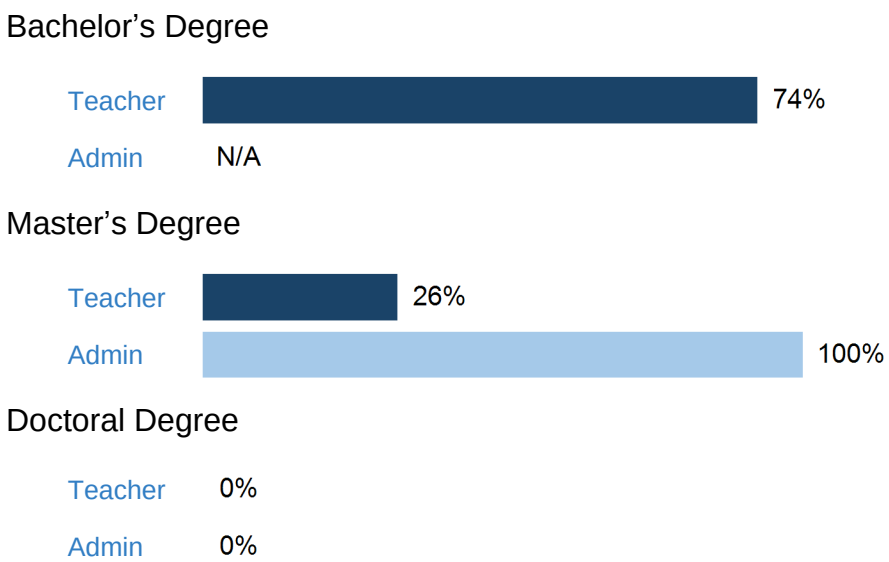
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	81.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.8%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	66.7%	66.7%
Male	33.3%	33.3%
White	96.7%	66.7%
Hispanic	3.3%	33.3%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	38.63	17.5%
Mathematics Proficiency	23.34	17.5%
English Language Arts Growth	74.47	25.0%
Mathematics Growth	5.99	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	64.27	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.60	n/a
Summative Rating: Percentile rank of Summative Score	33.65	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Not Met	**	Met	No
White	36.36	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	38.77	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	60.22	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	32.91	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• The faculty of Mullica Township Middle School takes pride in providing coursework and extracurricular opportunities that prepare our learners for success in high school and beyond. • At Mullica Township Middle School Social Emotional Learning is highly valued and implemented through professional development, student services, and Positive Behavioral Interventions and Support. • Mullica Township Middle School embraces technology as a vehicle with which to propel our students toward success with 21st Century skills woven throughout our curriculum.
Mission, Vision, Theme:	Based on the belief that all children are willing and capable of learning and entitled to the best possible educational opportunities, our mission at Mullica Township School is to serve the academic, social, and emotional needs of all pupils. Mullica Township School District staff members are committed to working with parents and community partners to provide the necessary support to ensure that all children achieve the New Jersey Core Curriculum Content Standards. Together we strive to provide a safe, supportive, and caring environment, wherein children develop a life-long love of learning and the skills to function in a global society.
Awards, Recognition, Accomplishments:	During the 2018-19 school year Mullica Township Schools cut the ribbon on the Project Fit America Station Circuit. This fitness equipment is available for all students to utilize during school hours and is available to the community when school is out of session. 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, this episode was nominated for an Emmy Award.

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Courses, Curriculum, Instruction:	Standards-based curricula include English Language Arts, Mathematics, Pre-Algebra, Algebra 1, Social Studies, American History, Science, Art, Music, Spanish, Financial Literacy, Physical Education and Health. Students may elect to participate in band and chorus. Middle School Enrichment, The Big History Project, is offered to identified students in Grades 5-8.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed) The Mullica Township Middle School Volleyball team won the Cape Atlantic League Division 2 championship for the 2018 season. Our Girls and Boys Cross Country Teams both celebrated winning the Cape Atlantic League championships for the 2018 season.
Clubs and Activities:	Mullica Township Middle School boasts many extracurricular opportunities for our students including; Senior Band, Junior Band, Jazz Band, Chorus, National Junior Honor Society, Student Council, Yearbook, Safety Patrol, Talent Show, Gym Show, Art Club, Chess Club, Play Unified, Robotics Club, Rocket Club, Spelling Bee, Science Fair, and more.

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Before and After School Programs:	Students who qualify are invited to participate in Mullica's Title 1 – MASH (Mullica After School Help) program. The MASH program is designed to assist students with the completion of homework and projects, provide remedial support with reading, writing and math, reinforce and address organizational skills and strategies, and provide supervised computer use. Mullica Township Schools provide before and after school care through the Cumberland Cape Atlantic YMCA. Before and after care is open to all students.
Staff and Professional Learning:	The Mullica Township School District strives to provide high quality professional development to our staff members to improve the educational experience of all of our learners. During the 2018-19 school year, faculty members participated in multiple workshops presented by Lori Desautels, Ph.D. The focus of this professional development was improving the Social Emotional Learning (SEL) at Mullica Township. Additionally, administrators and many other faculty members participated in a book study while reading Fostering Resilient Learners, by Kristen Souers.

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Student Supports and Services:	The Child Study Team at Mullica Township Middle School consists of a school psychologist. social worker, LDTC and two speech therapists available to complete evaluations, provide case management services, therapy. counseling, community referrals as well as serve as consultants to teachers, administration, and families in order to strengthen the academic, social, and emotional wellbeing of our students. Mullica Township believes an effective school counseling program should be preventive by nature. Services, lessons, and programs are provide to individuals, groups, classes, grade levels and school wide with the focus of students having a better understanding of self and others. The Intervention and Referral Services process is a collaborative school effort between district personnel to intervene when a student has been identified as “at risk” for learning, behavior, and/or health problems. Our team encourages parental involvement and carefully consider the needs of students.
Student Health and Wellness:	Mullica Township Middle School has partnered with AtlantiCare Healthy Schools, Healthy Children to provide information and programs to our students on health and wellness. The heath room at Mullica Township Middle School is open to meet the health and wellness needs of all of our students, including emotional as well as physical needs. In this room, health screenings, including height, weight, blood pressure, vision, and hearing are conducted annually. The most important feature of our health room is the comfort that the students feel, when they step through our doors and the knowledge that we will treat them with love and respect. At Mullica Township Middle School we know that eating breakfast is essential for student success. Our students are encouraged to participate in Breakfast in the Classroom to start every day with a healthy meal. The MTEA hosts an annual Health and Wellness night and Top Chef Jr. competition that promotes healthy habits among students.
Parent and Community Involvement:	The Mullica Township community is an integral part of our school. The community is invited into the school to enjoy concerts, theatrical performances, and special events. The annual Veterans Day Hero’s Lunch and Assembly was attended by over 100 veterans and their families. Community organizations including The Mullica Township Historical Society, Boy Scouts and Girl Scouts, Voter’s Registration, AtlantiCare, Sustainable Mullica, MTEA, YMCA, Mullica Township Education Foundation, Mullica PTA, Mullica Township Community Garden, and Mullica Township Seniors Association participate in our Open House. The Mullica Township PTA is very active in our school, they regularly organizes events including Scholastic Book Fairs, Family Game Nights, Holiday Night, Movie Night, Family Literacy Night, Meatballs and Math, Take your Family to School Night, Digital Literacy Night, and more. The Mullica PTA is essential to the success of many other activities within the school.

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Technology and STEM:	Students at Mullica Township Middle School are invited to participate in our after school Robotics Club and Rocket Club. The Mullica Township Middle School recognizes the value of utilizing current technology to prepare our students for success in the 21st century. The school is proud that it is able to provide each student with a Chromebook with a cover for use at school and at home for instructional purposes. All Chromebooks are monitored at school and at home using GoGuardian software to ensure that our students are safe on the internet. Filtering district owned devices while students are home allows us to maintain CIPA compliance. All Middle School is equipped with SmartBoards, projectors and a wireless access point in each classroom.

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Other Information:	The Mullica Township Middle School Positive Behavioral Interventions and Support (PBIS) team diligently promotes and recognizes the positive behaviors exhibited by students. The team organizes monthly whole school celebrations as well as individual rewards and recognition for our students. Students who exemplify the character trait of the month are selected by their grade level team to be honored as “Leaders of the Pack” at our monthly PBIS event. The PBIS team is a valuable component of Social Emotional Learning (SEL) throughout the school.