



State of New Jersey

2014-15

01-1940-055

GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

OVERVIEW

ATLANTIC
HAMILTON TWP

GRADE SPAN PK-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

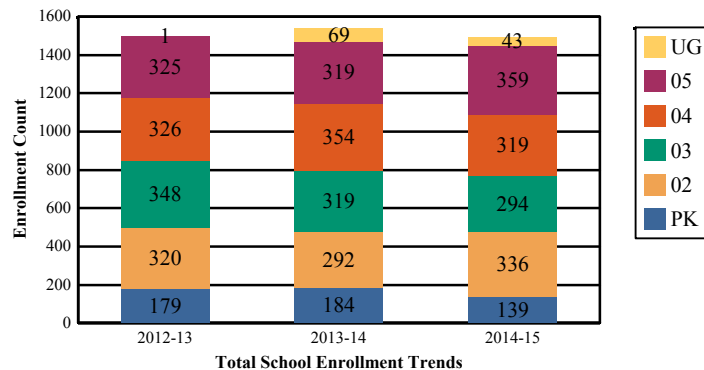
ATLANTIC
HAMILTON TWP

GRADE SPAN PK-05

01-1940-055
GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

Enrollment by Grade

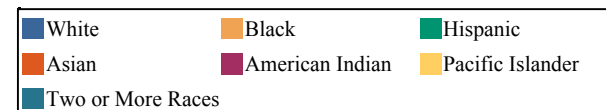
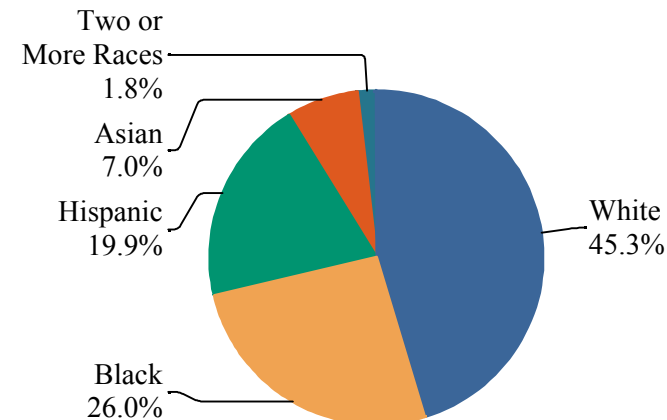
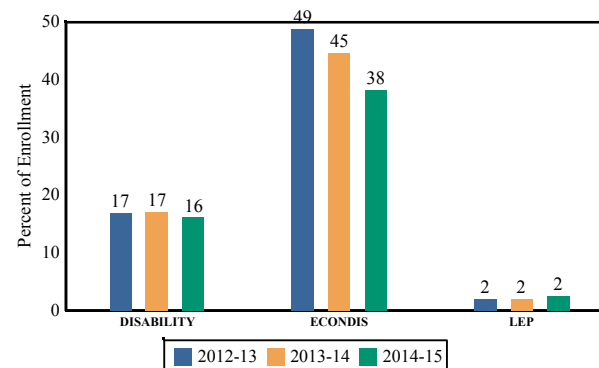
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

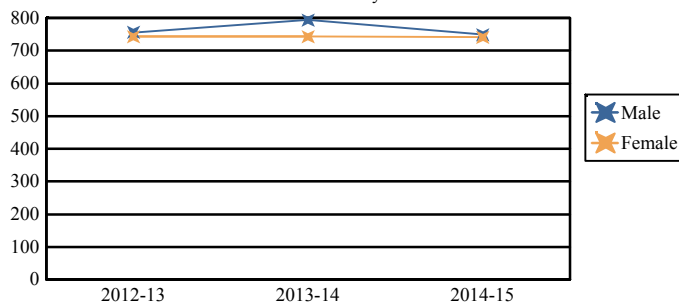
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	1,499
2013-14	1,537
2014-15	1,490

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	756	743
2013-14	794	743
2014-15	749	741

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	240	16%
Economically Disadvantaged Students	569	38.2%
English Language Learners	37	2.5%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	94.6%
Spanish	2.8%
Vietnamese	0.5%
Tagalog	0.5%
Arabic	0.3%
Urdu	0.2%
Other	1.2%

ACADEMIC ACHIEVEMENT

ATLANTIC

HAMILTON TWP

GRADE SPAN PK-05

GEORGE L. HESS EDUCATIONAL COMPLEX

700 BABCOCK ROAD

MAYS LANDING, NJ 08330

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	42%	33	31
Math Met or Exceeded Expectation	33%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	931	42.2%	95%	95.9%	YES
White	437	52.2%	95%	95.3%	YES
African American	254	25.2%	95%	95.3%	YES
Hispanic	168	33.4%	95%	97.7%	YES
American Indian	-	-	--	--	--
Asian	64	67.2%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	146	11.7%	95%	96.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	471	30.8%	95%	97.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

ATLANTIC
HAMILTON TWP

GRADE SPAN PK-05

GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	918	32.9%	95%	94.7%	YES
White	431	43.4%	95%	94.2%	YES*
African American	254	17.8%	95%	95.3%	YES
Hispanic	163	20.9%	95%	95.4%	YES
American Indian	-	-	--	--	--
Asian	63	54%	95%	98.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	143	12.6%	95%	95.4%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	464	19.6%	95%	96.5%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	287	739	744	16%	21%	24%	36%	3%	39%	44%
White	130	750	753	8%	18%	26%	43%	5%	48%	55%
African American	74	723	725	30%	23%	20%	27%	0%	27%	26%
Hispanic	61	729	727	20%	28%	25%	26%	2%	28%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	19	765	769	5%	5%	32%	53%	5%	58%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	40	706	718	53%	18%	18%	13%	0%	13%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	152	725	724	24%	26%	24%	26%	0%	26%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	299	740	751	12%	21%	28%	31%	8%	39%	52%
White	137	746	758	8%	17%	28%	39%	9%	47%	63%
African American	92	728	733	18%	32%	27%	17%	5%	23%	30%
Hispanic	51	739	737	12%	16%	35%	31%	6%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	18	759	773	0%	22%	11%	39%	28%	67%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	47	709	725	45%	28%	17%	9%	2%	11%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	142	732	734	15%	25%	30%	27%	4%	30%	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	345	747	751	8%	15%	30%	43%	4%	48%	53%
White	170	754	757	5%	11%	25%	54%	5%	59%	62%
African American	88	735	734	13%	20%	41%	25%	1%	26%	31%
Hispanic	56	738	737	13%	21%	30%	34%	2%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	27	770	771	0%	11%	15%	56%	19%	74%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	59	715	723	34%	34%	20%	12%	0%	12%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	177	738	734	12%	21%	32%	33%	2%	35%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	283	741	746	6%	22%	36%	30%	6%	36%	46%
White	127	750	752	3%	15%	29%	44%	9%	53%	56%
African American	74	731	728	11%	28%	36%	22%	3%	24%	25%
Hispanic	61	729	733	10%	33%	41%	15%	2%	16%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	18	759	772	0%	6%	56%	22%	17%	39%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	39	726	727	21%	33%	28%	13%	5%	18%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	150	731	730	8%	31%	43%	18%	0%	18%	26%

ACADEMIC ACHIEVEMENT

ATLANTIC
HAMILTON TWP

GRADE SPAN PK-05

01-1940-055
GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	296	734	744	9%	34%	26%	28%	2%	31%	42%
White	137	739	749	6%	31%	26%	37%	1%	38%	50%
African American	92	723	727	13%	43%	28%	14%	1%	15%	20%
Hispanic	48	734	732	8%	35%	25%	27%	4%	31%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	18	753	769	11%	6%	28%	39%	17%	56%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	140	727	730	11%	39%	31%	19%	0%	19%	23%

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	339	742	744	1%	26%	41%	26%	6%	32%	42%
White	167	747	749	1%	19%	39%	34%	7%	41%	49%
African American	88	731	728	2%	35%	48%	11%	3%	15%	21%
Hispanic	54	735	733	0%	37%	46%	13%	4%	17%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	27	765	768	0%	15%	22%	44%	19%	63%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	57	724	724	5%	54%	28%	12%	0%	12%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	174	735	731	2%	33%	44%	16%	5%	21%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

ATLANTIC
HAMILTON TWP

GRADE SPAN PK-05

01-1940-055
GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

NJASK Results - Science Grade Level - 04

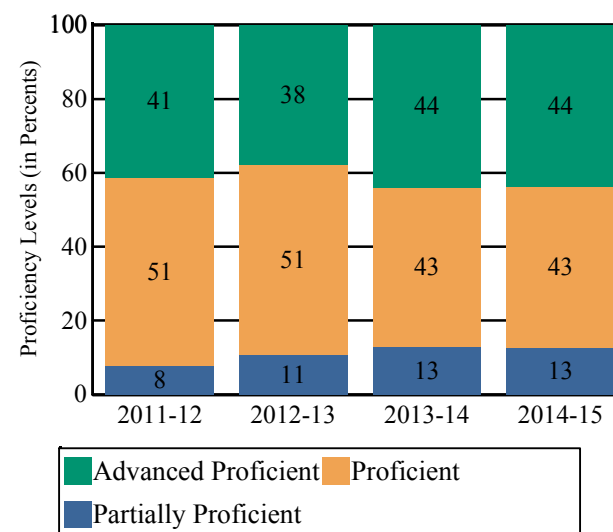
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	43%	13%
White	57%	37%	6%
African American	22%	52%	26%
Hispanic	44%	46%	10%
American Indian	-	-	-
Asian	56%	39%	6%
Two or More Races	-	-	-
Students with Disability	21%	49%	30%
English Language Learners	-	-	-
Economically Disadvantaged Students	30%	52%	18%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

ATLANTIC
HAMILTON TWP

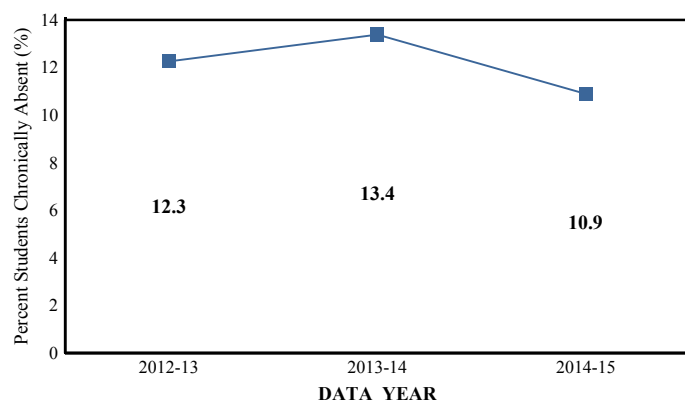
GRADE SPAN PK-05

01-1940-055
GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

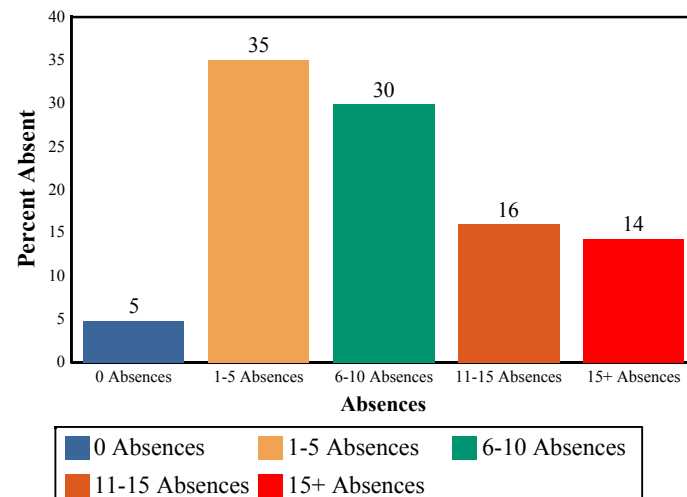


Chronic Absenteeism for 2014-15

10.91%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

ATLANTIC

HAMILTON TWP

GEORGE L. HESS EDUCATIONAL COMPLEX

700 BABCOCK ROAD

MAYS LANDING, NJ 08330

GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	45	40	35	YES
Student Growth on Math	57	78	66	35	YES
		62	53		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	9%	6%	3%
Approached	11%	9%	8%
Met	9%	13%	17%
Exceeded	0%	1%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	13%	11%	5%
Approached	9%	11%	14%
Met	3%	7%	17%
Exceeded	0%	0%	4%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC

HAMILTON TWP

GRADE SPAN PK-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	767	770
50th	739	743
25th	712	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	759	767
50th	741	745
25th	722	722
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC

HAMILTON TWP

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	763	773
50th	737	750
25th	716	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	769	773
50th	748	751
25th	727	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

01-1940-055
GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	755	764
50th	731	742
25th	710	721
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	757	763
50th	738	743
25th	724	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40

SCHOOL CLIMATE
ATLANTIC
HAMILTON TWP

State of New Jersey
2014-15

GRADE SPAN PK-05

01-1940-055
GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 20 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	9.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	497

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055	PK-03	56.7%	7.9%	24.6%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055	PK-05	49.2%	9.5%	14.5%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070	PK-06	44.7%	7.9%	11%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	35.4%	4.8%	8.3%
BURLINGTON	EDGEWATER PARK TWP	MAGOWAN ELEMENTARY SCHOOL	05-1280-050	PK-04	46.9%	8%	13.3%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060	KG-05	35.8%	0%	16.1%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130	PK-06	37.7%	5.6%	8.9%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	42.6%	1.8%	18.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	KG-04	50.9%	8.7%	17.7%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	41.9%	5.7%	12%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	40.7%	4.8%	12.2%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120	KG-03	36.1%	1.3%	14.4%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060	PK-05	46.5%	1.6%	21.5%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200	KG-05	38.9%	8.3%	3.8%

SCHOOL PEER GROUP

**GEORGE L. HESS EDUCATIONAL COMPLEX
700 BABCOCK ROAD
MAYS LANDING, NJ 08330**

ATLANTIC

GRADE SPAN PK-05

HAMILTON TWP

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	CLIFFWOOD ELEMENTARY SCHOOL	25-3040-060	KG-03	43.1%	5.5%	15.4%
OCEAN	BARNEGAT TWP	ROBERT L. HORBELT ELEMENTARY SCHOOL	29-0185-070	KG-05	36.7%	2%	14.2%
OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040	PK-04	36.4%	0.4%	16.4%
OCEAN	BRICK TWP	VETERANS MEMORIAL ELEMENTARY SCHOOL	29-0530-080	KG-05	41.5%	0%	19.1%
OCEAN	LACEY TWP	FORKED RIVER ELEMENTARY SCHOOL	29-2480-050	KG-04	37.4%	3.2%	12.2%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043	KG-05	33%	0.2%	12.3%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070	KG-05	36.6%	0.2%	14.4%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	36.2%	4.1%	10.5%
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120	KG-05	42.4%	0.5%	22.1%
SOMERSET	FRANKLIN TWP	SAMPSON G. SMITH SCHOOL	35-1610-150	05-06	48.8%	5.5%	18%

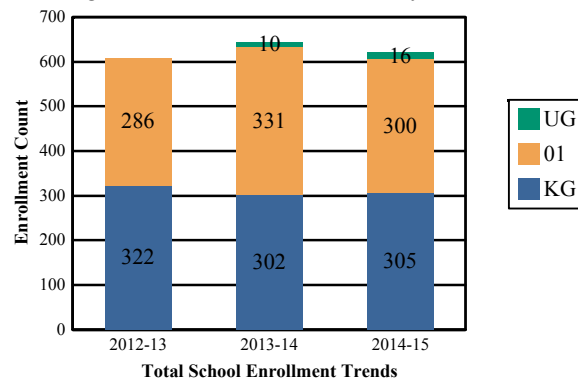
DEMOGRAPHIC INFORMATION

ATLANTIC
HAMILTON TWP

01-1940-060
JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL
5801 THIRD STREET
MAYS LANDING, NJ 08330

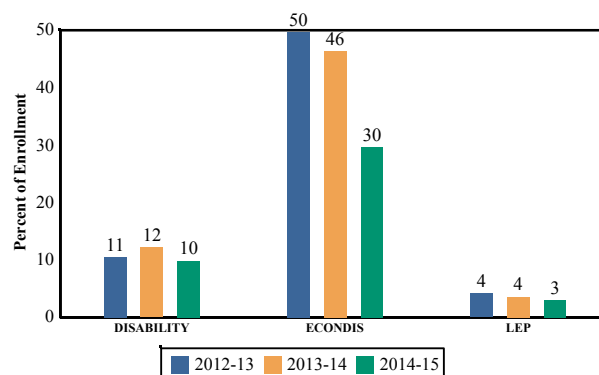
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



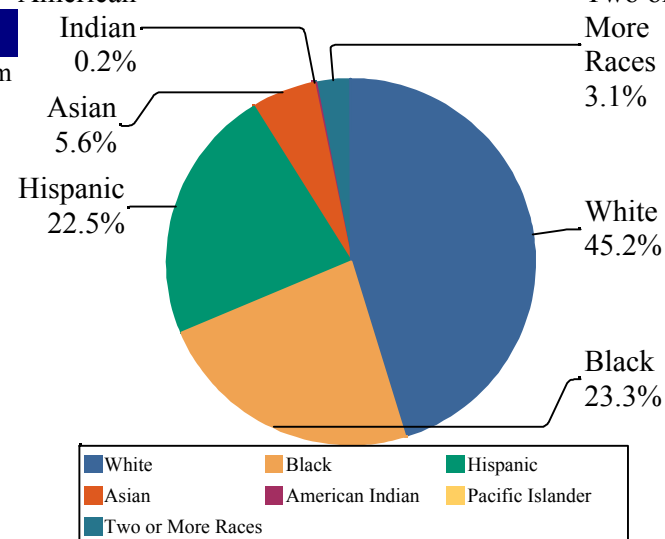
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



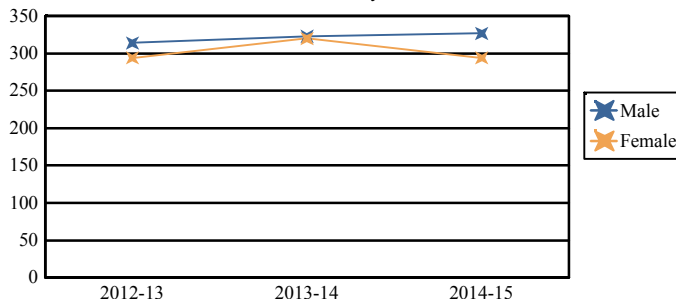
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	608
2013-14	643
2014-15	621

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	61	10%
Economically Disadvantaged Students	184	29.6%
English Language Learners	19	3.1%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	90.1%
Spanish	5.4%
Vietnamese	1.3%
Chinese	0.8%
Arabic	0.6%
Bulgarian	0.3%
Other	1.6%

	Male	Female
2012-13	314	294
2013-14	323	320
2014-15	327	294

SCHOOL CLIMATE

ATLANTIC
HAMILTON TWP

State of New Jersey 2014-15

GRADE SPAN KG-01

01-1940-060
JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL
5801 THIRD STREET
MAYS LANDING, NJ 08330

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	621



State of New Jersey 2014-15

OVERVIEW

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

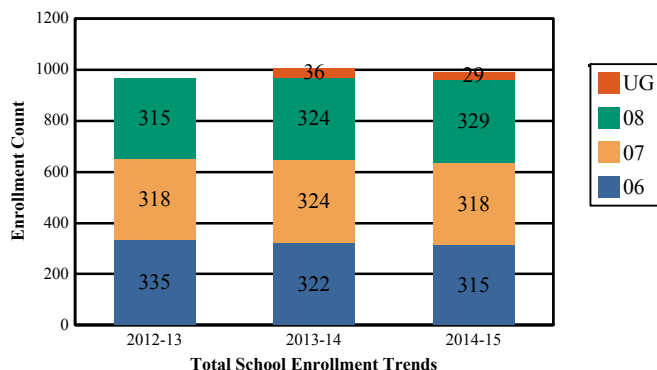
ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

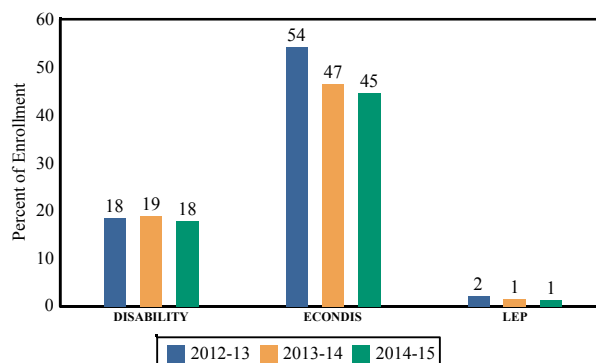
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



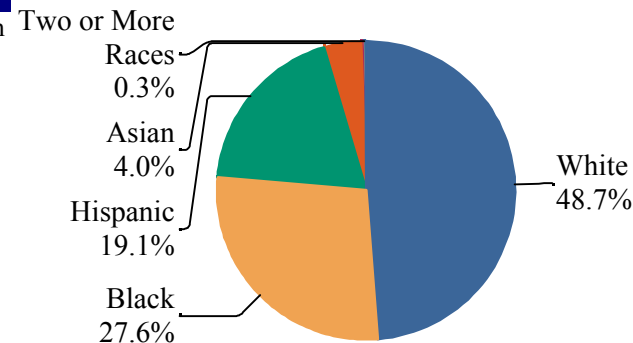
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



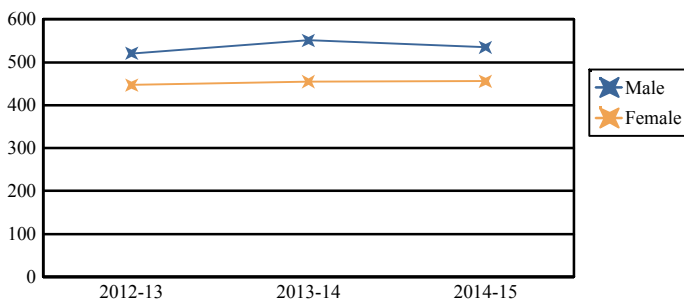
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	968
2013-14	1,006
2014-15	991

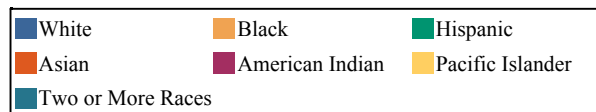
Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	176	18%
Economically Disadvantaged Students	442	44.6%
English Language Learners	12	1.2%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

Language	Percent
English	95.9%
Spanish	2.0%
Chinese	0.4%
Creoles and pidgins	0.3%
Arabic	0.3%
Twi	0.3%
Other	0.7%

ACADEMIC ACHIEVEMENT

**ATLANTIC
HAMILTON TWP**

GRADE SPAN 06-08

**WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	46%	55	45
Math Met or Exceeded Expectation	33%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	904	46%	95%	92.2%	YES*
White	421	57%	95%	90%	YES*
African American	264	31.4%	95%	95%	YES
Hispanic	168	37.5%	95%	91.3%	YES*
American Indian	-	-	--	--	--
Asian	46	65.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	479	33%	95%	92.3%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	901	32.7%	95%	91.8%	YES*
White	421	44.1%	95%	90%	YES*
African American	264	17%	95%	94.6%	YES
Hispanic	166	20.5%	95%	90.2%	YES*
American Indian	-	-	--	--	--
Asian	45	64.4%	95%	97.8%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	478	22.4%	95%	92.3%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	298	741	749	9%	21%	30%	37%	3%	40%	50%
White	127	748	755	7%	17%	24%	48%	5%	53%	59%
African American	93	734	732	13%	27%	31%	27%	2%	29%	29%
Hispanic	56	736	736	7%	23%	43%	27%	0%	27%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	21	748	770	5%	19%	29%	38%	10%	48%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	167	734	733	11%	26%	33%	29%	0%	29%	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	304	745	750	13%	18%	20%	38%	12%	49%	53%
White	153	753	757	6%	20%	16%	42%	17%	59%	61%
African American	76	726	730	26%	21%	21%	29%	3%	32%	31%
Hispanic	60	739	736	15%	13%	32%	37%	3%	40%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	12	782	777	0%	0%	0%	58%	42%	100%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	60	705	713	43%	30%	17%	10%	0%	10%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	154	731	733	22%	22%	23%	27%	6%	32%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	302	746	750	11%	20%	21%	39%	9%	49%	53%
White	141	754	757	11%	13%	17%	45%	13%	59%	61%
African American	95	733	730	14%	31%	22%	29%	4%	34%	31%
Hispanic	52	742	735	10%	21%	23%	40%	6%	46%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	13	762	778	0%	8%	31%	46%	15%	62%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	158	737	732	12%	27%	23%	32%	6%	37%	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	296	738	743	5%	30%	30%	33%	2%	35%	42%
White	126	746	749	3%	22%	26%	44%	5%	48%	50%
African American	93	730	726	6%	41%	31%	22%	0%	22%	19%
Hispanic	55	731	731	7%	33%	38%	22%	0%	22%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	21	746	768	10%	19%	19%	52%	0%	52%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	167	731	729	7%	38%	33%	20%	1%	22%	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	733	740	10%	27%	36%	26%	2%	28%	38%
White	154	741	745	4%	22%	36%	36%	2%	38%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	60	724	730	20%	28%	38%	12%	2%	13%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	12	770	760	0%	0%	8%	75%	17%	92%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	154	724	728	16%	33%	36%	15%	1%	16%	21%

ACADEMIC ACHIEVEMENT

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	203	723	726	17%	36%	33%	13%	0%	13%	24%
White	74	723	732	16%	34%	36%	14%	0%	14%	29%
African American	81	721	715	17%	40%	32%	11%	0%	11%	14%
Hispanic	40	721	721	23%	35%	30%	13%	0%	13%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	122	721	719	17%	39%	31%	12%	0%	12%	17%

ACADEMIC ACHIEVEMENT

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	763	740	0%	1%	17%	81%	0%	81%	40%
White	45	763	746	0%	2%	13%	84%	0%	84%	47%
African American	12	761	722	0%	0%	25%	75%	0%	75%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	30	765	725	0%	0%	10%	90%	0%	90%	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	763	728	0%	4%	11%	85%	0%	85%	21%
White	22	761	731	0%	5%	14%	82%	0%	82%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

NJASK Results - Science Grade Level - 08

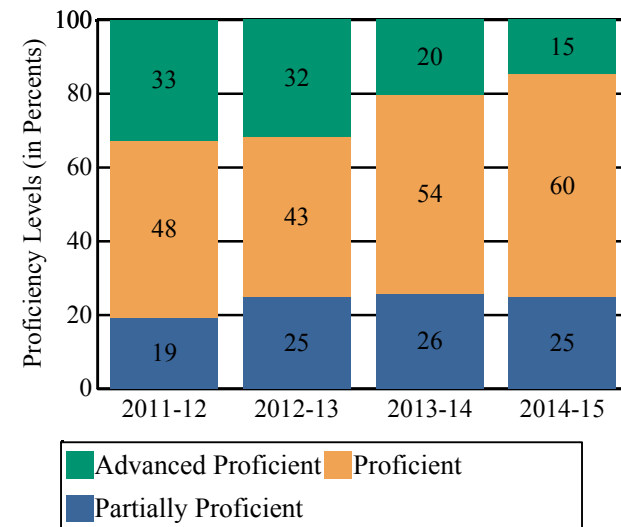
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	15%	60%	25%
White	21%	60%	18%
African American	4%	63%	32%
Hispanic	12%	53%	35%
American Indian	-	-	-
Asian	17%	75%	8%
Two or More Races	-	-	-
Students with Disability	0%	33%	67%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	61%	31%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
103	70

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
68.9%	81.4%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

ATLANTIC
HAMILTON TWP

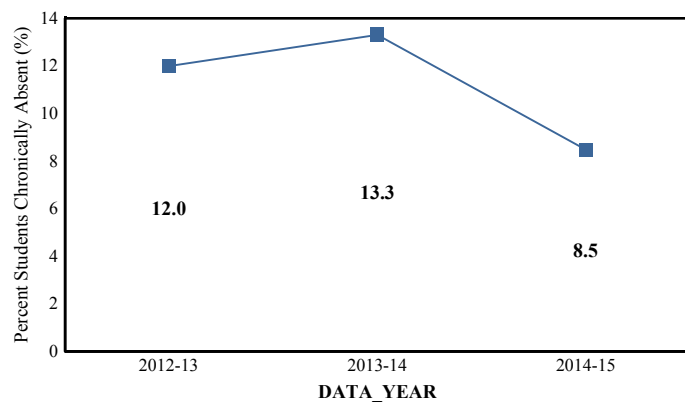
State of New Jersey
2014-15

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

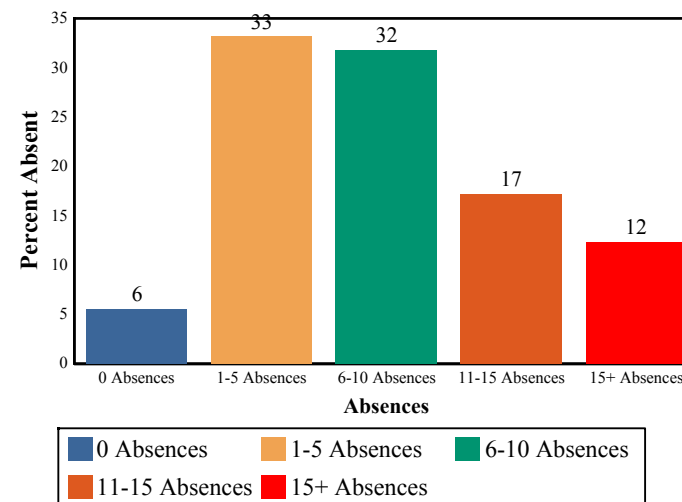


Chronic Absenteeism for 2014-15

8.47%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	21.0%	66.0%
Visual Arts	48.5%	71.1%
Total: All Visual and Performing Arts	68.4%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	49	46	35	YES
Student Growth on Math	42	46	31	35	YES
		48	39		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	10%	6%	4%
Approached	7%	11%	5%
Met	9%	14%	15%
Exceeded	0%	2%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	15%	10%	5%
Approached	11%	13%	10%
Met	6%	9%	10%
Exceeded	0%	0%	1%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	762	770
50th	743	749
25th	719	726
0th	676	650

Scale Score Gap - School	Scale Score Gap - State
-----------------------------	----------------------------

25th vs 75th Gap	43	44
------------------	----	----

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	758	763
50th	735	742
25th	719	721
0th	685	650

Scale Score Gap - School	Scale Score Gap - State
-----------------------------	----------------------------

25th vs 75th Gap	39	42
------------------	----	----

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	772	776
50th	748	751
25th	719	724
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	769	777
50th	749	751
25th	717	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	752	759
50th	732	740
25th	717	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	740	748
50th	723	726
25th	706	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

SCHOOL CLIMATE

ATLANTIC
HAMILTON TWP

State of New Jersey 2014-15

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 55 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	13.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	248

SCHOOL PEER GROUP

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

01-1940-120
WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE NORTH MIDDLE SCHOOL	01-0570-030	05-08	48.7%	1.1%	16.7%
ATLANTIC	EGG HARBOR TWP	ALDER AVENUE MIDDLE SCHOOL	01-1310-038	06-08	52.6%	1.2%	12.5%
ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCHOOL	01-1940-120	06-08	44.6%	1.2%	17.8%
BERGEN	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	03-1345-060	06-08	49.2%	3.1%	19.4%
BERGEN	LYNDHURST TWP	JEFFERSON SCHOOL	03-2860-080	04-08	32.8%	1.5%	24.3%
BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060	06-08	38.7%	0%	16.8%
CAMDEN	GLOUCESTER TWP	GLEN LANDING MIDDLE SCHOOL	07-1780-055	06-08	33%	0%	18.8%
CAMDEN	MAGNOLIA BORO	MAGNOLIA	07-2890-050	PK-08	45.6%	0.5%	15.5%
CHARTERS	GRAY CS	THE GRAY CHARTER SCHOOL	80-6665-930	KG-08	64.7%	0%	4%
CHARTERS	JERSEY CITY GOLDEN DOOR	JERSEY CITY GOLDEN DOOR CHARTER SCHOOL	80-6915-950	PK-08	66.2%	2.3%	11.9%
CUMBERLANI	DOWNE TWP	DOWNE TOWNSHIP ELEMENTARY SCHOOL	11-1120-045	PK-08	47.1%	0%	15.2%
CUMBERLANI	MAURICE RIVER TWP	MAURICE RIVER TOWNSHIP SCHOOL DISTRICT	11-3050-065	PK-08	43.4%	0.2%	15.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE MIDDLE SCHOOL	13-0250-025	06-08	58.7%	2.8%	14.8%
ESSEX	WEST ORANGE TOWN	ROOSEVELT MIDDLE SCHOOL	13-5680-090	07-08	43.2%	2.3%	20%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045	07-08	43.2%	0.6%	15.4%
GLOUCESTER	GLASSBORO	GLASSBORO INTERMEDIATE SCHOOL	15-1730-078	07-08	49%	2%	19.7%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060	05-08	36.6%	0%	16.9%
HUDSON	BAYONNE CITY	MARY J. DONOHUE #4	17-0220-080	PK-08	62%	0%	6.2%
HUDSON	HUDSON COUNTY VOCATIONAL	EXPLORE 2000 MIDDLE SCHOOL	17-2295-090	06-08	46.2%	0%	13.5%
HUDSON	NORTH BERGEN TWP	HORACE MANN ELEMENTARY SCHOOL	17-3610-070	01-08	65.1%	2.6%	11.3%
MERCER	HAMILTON TWP	ALBERT E GRICE MIDDLE SCHOOL	21-1950-070	06-08	44.9%	1.2%	17.7%
MIDDLESEX	WOODBRIIDGE TWP	FORDS MIDDLE SCHOOL	23-5850-070	06-08	51.3%	0.1%	11.7%

SCHOOL PEER GROUP

ATLANTIC
HAMILTON TWP

GRADE SPAN 06-08

WILLIAM DAVIES MIDDLE SCHOOL
1876 DR DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330

MIDDLESEX	WOODBIDGE TWP	WOODBIDGE MIDDLE SCHOOL	23-5850-090	06-08	48%	0.4%	12.8%
MONMOUTH	UNION BEACH	MEMORIAL SCHOOL	25-5230-050	PK-08	36.4%	0.2%	18.8%
MORRIS	WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	27-5770-030	06-08	48.3%	1.7%	17.5%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL SOUTH	29-5190-061	06-08	35.8%	0%	17.7%
PASSAIC	HAWTHORNE BORO	LINCOLN MIDDLE SCHOOL	31-2100-070	06-08	31.6%	1.7%	25.5%
SALEM	PITTSBGROVE TWP	PITTSBGROVE TOWNSHIP MIDDLE SCHOOL	33-4150-070	06-08	36.6%	0%	19.2%
SALEM	WOODSTOWN-PILESBGROVE REG	WOODSTOWN MIDDLE SCHOOL	33-5910-070	06-08	36.7%	0.7%	21.1%
SOMERSET	MANVILLE BORO	ALEXANDER BATCHO INTERMEDIATE SCHOOL	35-3000-065	06-08	48.2%	3%	20.1%
SUSSEX	NEWTON TOWN	HALSTED MIDDLE SCHOOL	37-3590-060	05-08	47.5%	1%	15%