



GEORGE L. HESS EDUCATIONAL COMPLEX  
2016-2017  
Grade Span 3H-05

01-1940-055  
ATLANTIC  
HAMILTON TWP  
700 BABCOCK ROAD  
MAYS LANDING, NJ 08330

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 139     | 119     | 161     |
| KG       | 0       | 0       | 0       |
| 1        | 0       | 0       | 0       |
| 2        | 336     | 283     | 341     |
| 3        | 294     | 334     | 308     |
| 4        | 319     | 294     | 350     |
| 5        | 359     | 332     | 328     |
| Ungraded | 43      | 29      | 22      |
| Total    | 1490    | 1391    | 1510    |

PreK and K - Full Day and Half Day

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 147     | 113     | 143     |
| PK - Full Day | 12      | 6       | 18      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 0       | 0       | 0       |

Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 50%     | 49%     | 47%     |
| Male                                | 50%     | 51%     | 53%     |
| Economically Disadvantaged Students | 38%     | 42%     | 40%     |
| Students with Disabilities          | 16%     | 16%     | 18%     |
| English Learners                    | 3%      | 3%      | 3%      |
| Homeless Students                   |         |         | 3%      |
| Students in Foster Care             |         |         | 2%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 44.8%         |
| Black or African American           | 24.0%         |
| Hispanic                            | 20.8%         |
| Asian                               | 6.2%          |
| American Indian or Alaska Native    | 0.1%          |
| Native Hawaiian or Pacific Islander | 0.1%          |
| Two or More Races                   | 4.1%          |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 93.2%         |
| Spanish       | 3.5%          |
| Other         | 3.7%          |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 857          | 98.2                      | 48.30  | 49.50  | 54.90   | 48.3  | 45.6                  | Met Target                |
| White                                       | 358          | 98.2                      | 55.80  | 59.30  | 63.90   | 55.8  | 55                    | Met Target                |
| Hispanic                                    | 190          | 99.0                      | 40.00  | 40.30  | 39.80   | 40  | 35.6                  | Met Target                |
| Black or African American                   | 234          | 97.4                      | 39.80  | 36.30  | 35.20   | 39.8  | 33                    | Met Target                |
| Asian, Native Hawaiian, or Pacific Islander | 59           | 100.0                     | 67.80  | 71.10  | 80.70   | 67.8  | 65.8                  | Met Target                |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | 16           | 95.7                      | 31.30  | *  | 54.90   | 31.3  | N                     | N                         |
| Female                                      | 420          | 98.9                      | 54.10  | 58.60  | 62.20   | 54.1  |                       |                           |
| Male  | 437          | 97.6                      | 42.80  | 40.60  | 48.10   | 42.8  |                       |                           |
| Economically Disadvantaged Students         | 403          | 97.1                      | 38.20  | 39.20  | 36.20   | 38.2  | 34.3                  | Met Target                |
| Non-Economically Disadvantaged Students     | 454          | 99.2                      | 57.30  | 57.90  | 65.80   | 57.3  |                       |                           |
| Students with Disabilities                  | 154          | 98.8                      | 11.70  | 13.40  | 20.50   | 11.7  | 12.9                  | Met Target†               |
| Students without Disabilities               | 703          | 98.1                      | 56.30  | 57.80  | 61.90   | 56.3  |                       |                           |
| English Learners                            | 26           | 93.1                      | 30.70  | 23.60  | 25.20   | 30.7  | 31.5                  | Met Target†               |
| Non-English Learners                        | 831          | 98.4                      | 48.90  | 50.20  | 57.40   | 48.9  |                       |                           |
| Homeless Students                           | 21           | 93.1                      | 42.90  | *  | 26.40   | 41.1  |                       |                           |
| Students In Foster Care                     | 10           | 100.0                     | 90.00  | 55.00  | 24.80   | 90  |                       |                           |
| Military-Connected Students                 | *            | *                         | *  | *  | 53.50   | *   |                       |                           |
| Migrant Students                            | *            | *                         | *  | *  | 23.00   | *   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 278          | 738              | 738                       | 749                    | *  | 17%                                   | 31%                                | 36%                         | *                                | 37%                                     | 50%   |
| White                                       | 112          | 745              | 745                       | 759                    | 15%                                      | *                                     | 29%                                | 43%                         | *                                | 46%                                     | 61%   |
| Hispanic                                    | 59           | 734              | 734                       | 734                    | 17%                                      | *                                     | 36%                                | 32%                         | *                                | 32%                                     | 35%   |
| Black or African American                   | 80           | 734              | 734                       | 731                    | 16%                                      | 21%                                   | 33%                                | 30%                         | 0%                               | 30%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 16           | 737              | 737                       | 775                    | *  | *                                     | *                                  | *                           | 0%                               | 44%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | 11           | 722              | 722                       | 751                    | *  | *                                     | *                                  | *                           | 0%                               | 18%                                     | 52%   |
| Female                                      | 134          | 743              | 743                       | 754                    | *  | 17%                                   | 31%                                | 39%                         | *                                | 42%                                     | 55%   |
| Male  | 144          | 733              | 733                       | 745                    | *  | 16%                                   | 31%                                | 33%                         | *                                | 33%                                     | 46%   |
| Economically Disadvantaged Students         | 142          | 735              | 735                       | 731                    | *  | *                                     | 32%                                | 31%                         | *                                | 32%                                     | 31%   |
| Non-Economically Disadvantaged Students     | 136          | 741              | 741                       | 762                    | *  | *                                     | 29%                                | 41%                         | *                                | 43%                                     | 63%   |
| Students with Disabilities                  | 44           | 703              | 703                       | 720                    | *  | 23%                                   | *                                  | *                           | *                                | 11%                                     | 24%   |
| Students without Disabilities               | 234          | 745              | 745                       | 755                    | *  | 15%                                   | *                                  | *                           | *                                | 42%                                     | 55%   |
| English Learners                            | *            | *                | *                         | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Homeless Students                           | 12           | 734              | 734                       | 720                    | *  | *                                     | *                                  | *                           | 0%                               | 42%                                     | 21%   |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 26%   |
| Military-Connected Students                 | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Migrant Students                            | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 29%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 331          | 749              | 749                       | 753                    | 8%                                       | 13%                                   | 30%                                | 38%                         | 12%                              | 49%                                     | 56%   |
| White                                       | 127          | 756              | 756                       | 762                    | *  | *                                     | 29%                                | 37%                         | 17%                              | 54%                                     | 67%   |
| Hispanic                                    | 81           | 737              | 737                       | 740                    | *  | 20%                                   | 33%                                | 33%                         | *                                | 36%                                     | 40%   |
| Black or African American                   | 94           | 744              | 744                       | 737                    | 13%                                      | *                                     | 31%                                | 42%                         | *                                | 48%                                     | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | 24           | 770              | 770                       | 777                    | *  | 0%                                    | *                                  | 46%                         | *                                | 75%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 165          | 754              | 754                       | 758                    | 7%                                       | 7%                                    | 31%                                | 41%                         | 14%                              | 55%                                     | 61%   |
| Male  | 166          | 743              | 743                       | 749                    | 9%                                       | 18%                                   | 29%                                | 35%                         | 9%                               | 44%                                     | 51%   |
| Economically Disadvantaged Students         | 143          | 740              | 740                       | 737                    | *  | *                                     | 29%                                | 34%                         | *                                | 41%                                     | 36%   |
| Non-Economically Disadvantaged Students     | 188          | 756              | 756                       | 764                    | *  | *                                     | 30%                                | 40%                         | *                                | 56%                                     | 69%   |
| Students with Disabilities                  | 57           | 708              | 708                       | 725                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Students without Disabilities               | 274          | 757              | 757                       | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 62%   |
| English Learners                            | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Non-English Learners                        | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Homeless Students                           | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Students in Foster Care                     | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Military-Connected Students                 | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Migrant Students                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 307          | 753              | 753                       | 756                    | 8%                                       | 13%                                   | 25%                                | 44%                         | 10%                              | 54%                                     | 59%   |
| White                                       | 144          | 761              | 761                       | 763                    | *  | *                                     | 22%                                | 49%                         | 14%                              | 63%                                     | 69%   |
| Hispanic                                    | 62           | 748              | 748                       | 743                    | *  | 16%                                   | 29%                                | 44%                         | *                                | 48%                                     | 44%   |
| Black or African American                   | 77           | 742              | 742                       | 740                    | *  | 20%                                   | 30%                                | 34%                         | *                                | 39%                                     | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 18           | 774              | 774                       | 779                    | *  | 0%                                    | *                                  | 56%                         | *                                | 83%                                     | 84%   |
| American Indian or Alaska Native            | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 149          | 761              | 761                       | 761                    | *  | *                                     | 25%                                | 48%                         | 13%                              | 61%                                     | 66%   |
| Male  | 158          | 746              | 746                       | 750                    | *  | *                                     | 25%                                | 40%                         | 8%                               | 48%                                     | 53%   |
| Economically Disadvantaged Students         | 137          | 743              | 743                       | 740                    | *  | 15%                                   | 34%                                | 38%                         | *                                | 42%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 170          | 762              | 762                       | 765                    | *  | 11%                                   | 18%                                | 49%                         | *                                | 65%                                     | 71%   |
| Students with Disabilities                  | 50           | 722              | 722                       | 725                    | 28%                                      | 26%                                   | 28%                                | *                           | *                                | 18%                                     | 22%   |
| Students without Disabilities               | 257          | 759              | 759                       | 762                    | 4%                                       | 10%                                   | 24%                                | *                           | *                                | 62%                                     | 66%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Homeless Students                           | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Military-Connected Students                 | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 62%   |
| Migrant Students                            | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |

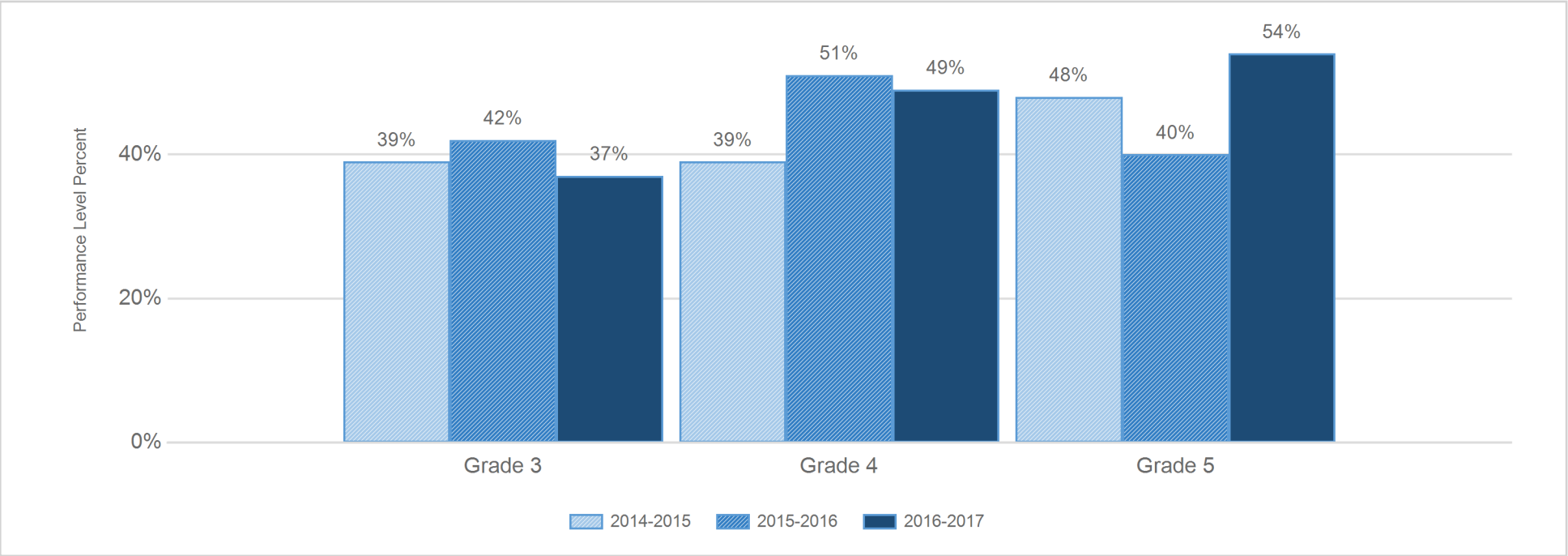


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English Language Arts/Literacy Assessment - Performance Trends

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







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Mathematics Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 857          | 98.1                      | 38.70  | 35.30  | 43.50   | 38.7  | 44.8                  | Not Met                   |
| White                                       | 356          | 97.7                      | 49.80  | 47.90  | 52.40   | 49.8  | 55.5                  | Not Met                   |
| Hispanic                                    | 190          | 98.6                      | 25.80  | 21.60  | 27.60   | 25.8  | 34                    | Not Met                   |
| Black or African American                   | 235          | 98.1                      | 26.40  | 19.90  | 21.70   | 26.4  | 30                    | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | 60           | 100.0                     | 68.30  | 60.90  | 75.60   | 68.3  | 68.9                  | Met Target†               |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | 16           | 95.7                      | 18.80  | *  | 44.90   | 18.8  | N                     | N                         |
| Female                                      | 419          | 98.3                      | 38.90  | 36.30  | 44.10   | 38.9  |                       |                           |
| Male  | 438          | 98.0                      | 38.60  | 34.40  | 42.90   | 38.6  |                       |                           |
| Economically Disadvantaged Students         | 406          | 97.8                      | 25.40  | 22.20  | 25.10   | 25.4  | 31.8                  | Not Met                   |
| Non-Economically Disadvantaged Students     | 451          | 98.4                      | 50.80  | 46.10  | 54.30   | 50.8  |                       |                           |
| Students with Disabilities                  | 152          | 97.6                      | 17.10  | *  | 16.50   | 17.1  | 16.2                  | Met Target                |
| Students without Disabilities               | 705          | 98.2                      | 43.40  | *  | 48.80   | 43.4  |                       |                           |
| English Learners                            | 28           | 97.1                      | 32.20  | 26.40  | 23.30   | 32.2  | 40.8                  | Met Target†               |
| Non-English Learners                        | 829          | 98.2                      | 39.00  | 35.60  | 45.20   | 39  |                       |                           |
| Homeless Students                           | 22           | 96.6                      | 22.70  | *  | 16.40   | 22.7  |                       |                           |
| Students In Foster Care                     | 10           | 100.0                     | 40.00  | *  | 15.10   | 40  |                       |                           |
| Military-Connected Students                 | *            | *                         | *  | *  | 39.90   | *   |                       |                           |
| Migrant Students                            | *            | *                         | *  | *  | 18.20   | *   |                       |                           |

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

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 282          | 734              | 734                       | 751                    | *  | 26%                                   | 35%                                | 24%                         | *                                | 27%                                     | 53%   |
| White                                       | 114          | 740              | 740                       | 759                    | *  | 20%                                   | 36%                                | 33%                         | *                                | 36%                                     | 63%   |
| Hispanic                                    | 60           | 727              | 727                       | 738                    | 17%                                      | 25%                                   | 40%                                | 18%                         | 0%                               | 18%                                     | 37%   |
| Black or African American                   | 81           | 730              | 730                       | 733                    | *  | 31%                                   | 35%                                | 20%                         | *                                | 21%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 16           | 746              | 746                       | 779                    | *  | *                                     | *                                  | *                           | *                                | 44%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | 11           | 716              | 716                       | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 134          | 735              | 735                       | 751                    | *  | 28%                                   | 36%                                | 22%                         | *                                | 27%                                     | 52%   |
| Male  | 148          | 733              | 733                       | 751                    | *  | 24%                                   | 35%                                | 26%                         | *                                | 28%                                     | 53%   |
| Economically Disadvantaged Students         | 146          | 730              | 730                       | 736                    | *  | 25%                                   | 38%                                | 20%                         | *                                | 22%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 136          | 737              | 737                       | 761                    | *  | 27%                                   | 32%                                | 29%                         | *                                | 33%                                     | 65%   |
| Students with Disabilities                  | 44           | 714              | 714                       | 729                    | *  | 27%                                   | 27%                                | *                           | *                                | 11%                                     | 29%   |
| Students without Disabilities               | 238          | 738              | 738                       | 755                    | *  | 26%                                   | 37%                                | *                           | *                                | 30%                                     | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | 12           | 726              | 726                       | 724                    | *  | 0%                                    | *                                  | *                           | 0%                               | 25%                                     | 22%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Military-Connected Students                 | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Migrant Students                            | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 324          | 745              | 745                       | 747                    | 7%                                       | 18%                                   | 30%                                | 40%                         | 4%                               | 45%                                     | 47%   |
| White                                       | 123          | 754              | 754                       | 755                    | *  | 9%                                    | 31%                                | 49%                         | *                                | 57%                                     | 59%   |
| Hispanic                                    | 79           | 734              | 734                       | 734                    | *  | 27%                                   | 30%                                | 29%                         | *                                | 30%                                     | 30%   |
| Black or African American                   | 92           | 736              | 736                       | 729                    | *  | 26%                                   | 34%                                | 33%                         | *                                | 33%                                     | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | 25           | 768              | 768                       | 774                    | *  | *                                     | *                                  | 68%                         | *                                | 80%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Female                                      | 161          | 744              | 744                       | 747                    | *  | 19%                                   | 34%                                | 39%                         | *                                | 42%                                     | 47%   |
| Male  | 163          | 746              | 746                       | 747                    | *  | 17%                                   | 27%                                | 42%                         | *                                | 48%                                     | 48%   |
| Economically Disadvantaged Students         | 139          | 737              | 737                       | 732                    | *  | 27%                                   | 32%                                | 30%                         | *                                | 32%                                     | 27%   |
| Non-Economically Disadvantaged Students     | 185          | 751              | 751                       | 757                    | *  | 11%                                   | 29%                                | 48%                         | *                                | 55%                                     | 61%   |
| Students with Disabilities                  | 55           | 720              | 720                       | 724                    | *  | 36%                                   | 22%                                | *                           | *                                | 16%                                     | 22%   |
| Students without Disabilities               | 269          | 750              | 750                       | 751                    | *  | 15%                                   | 32%                                | *                           | *                                | 51%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Homeless Students                           | *            | *                | *                         | 723                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students in Foster Care                     | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Military-Connected Students                 | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 50%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 314          | 743              | 743                       | 747                    | 5%                                       | 22%                                   | 33%                                | 36%                         | 5%                               | 40%                                     | 46%   |
| White                                       | 144          | 751              | 751                       | 754                    | *  | 13%                                   | 31%                                | 47%                         | *                                | 53%                                     | 57%   |
| Hispanic                                    | 66           | 735              | 735                       | 735                    | *  | 30%                                   | 38%                                | 27%                         | *                                | 27%                                     | 30%   |
| Black or African American                   | 80           | 732              | 732                       | 729                    | *  | 35%                                   | 39%                                | 20%                         | *                                | 21%                                     | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | 18           | 767              | 767                       | 774                    | 0%                                       | *                                     | *                                  | 56%                         | *                                | 78%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Female                                      | 152          | 745              | 745                       | 747                    | *  | 22%                                   | 32%                                | 39%                         | *                                | 43%                                     | 47%   |
| Male  | 162          | 742              | 742                       | 746                    | *  | 22%                                   | 35%                                | 33%                         | *                                | 38%                                     | 46%   |
| Economically Disadvantaged Students         | 143          | 733              | 733                       | 732                    | *  | 29%                                   | 41%                                | 23%                         | *                                | 23%                                     | 27%   |
| Non-Economically Disadvantaged Students     | 171          | 752              | 752                       | 756                    | *  | 16%                                   | 26%                                | 47%                         | *                                | 55%                                     | 59%   |
| Students with Disabilities                  | 50           | 729              | 729                       | 725                    | *  | 36%                                   | 26%                                | 24%                         | *                                | 26%                                     | 19%   |
| Students without Disabilities               | 264          | 746              | 746                       | 751                    | *  | 19%                                   | 35%                                | 38%                         | *                                | 43%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Homeless Students                           | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students in Foster Care                     | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Military-Connected Students                 | *            | *                | *                         | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Migrant Students                            | N            | N                | N                         | 716                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |

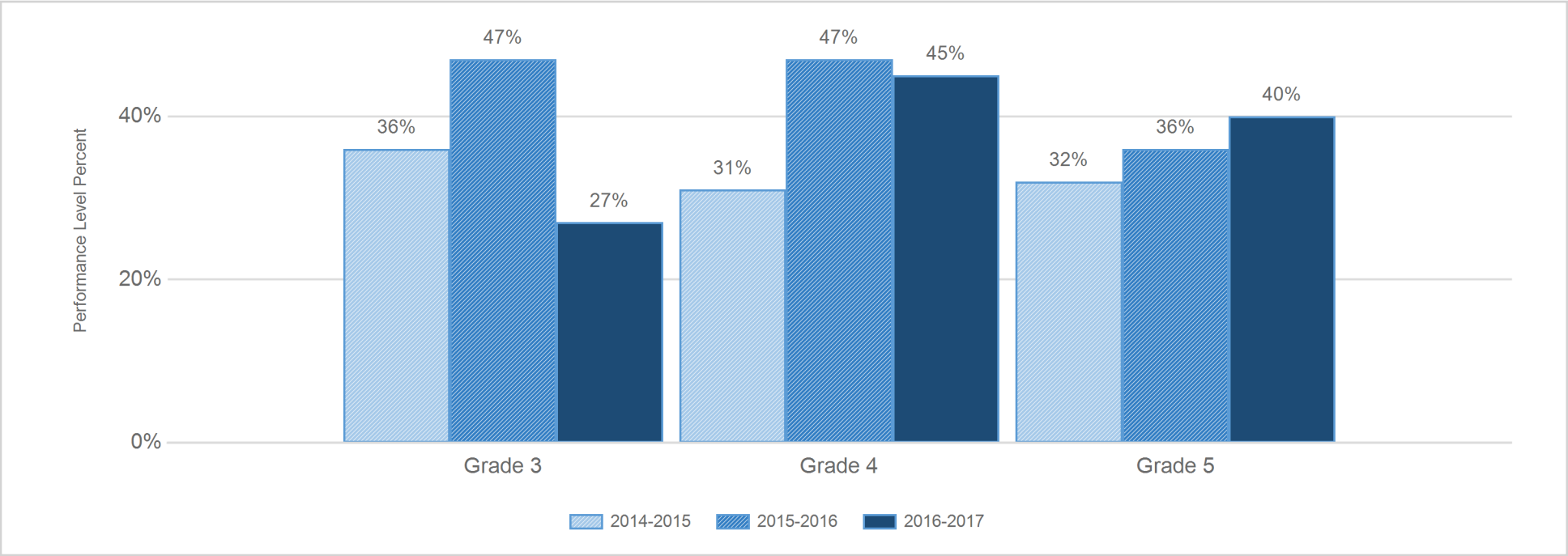


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 4     | *                         | *                          |
| 5     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students<br>Tested | % Students with<br>Overall Score<br>Below 4.5 | % Students with<br>Overall Score of<br>4.5 and above |
|-------------------|----------------------|---|--|
| 1                 | *                    | *   | *  |
| 2                 | 10                   | 70%   | 30%  |
| 3                 | *                    | *   | *  |
| 4                 | *                    | *   | *  |
| 5+                | *                    | *   | *  |



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**2016-2017**  
**Grade Span 3H-05**

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

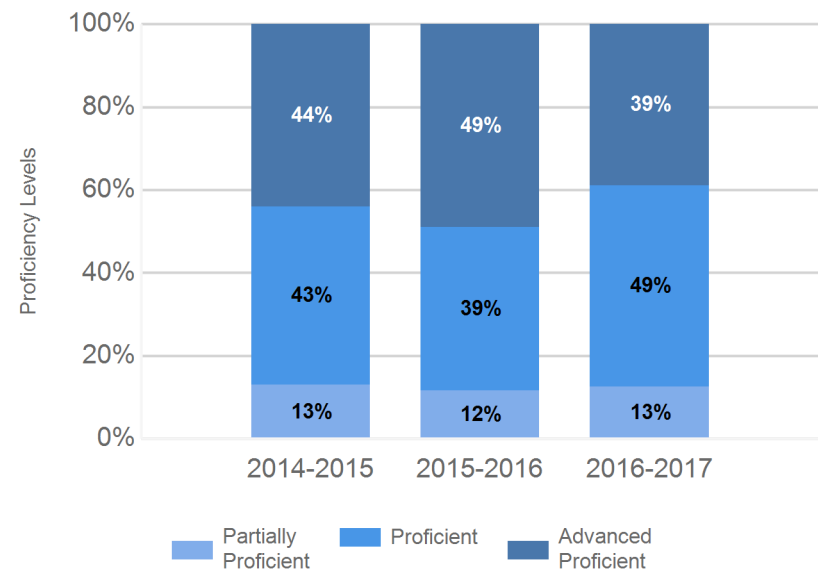
**NJASK Science Assessment Performance: Grade 4**

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 45%                   | 40%          | 14%                    |
| Schoolwide                                  | 39%                   | 49%          | 13%                    |
| White                                       | 53%                   | 44%          | 3%                     |
| Hispanic                                    | 24%                   | 55%          | 21%                    |
| Black or African American                   | 23%                   | 57%          | 19%                    |
| Asian, Native Hawaiian, or Pacific Islander | *                     | *            | *                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | *            | *                      |
| Economically Disadvantaged Students         | 30%                   | 51%          | 20%                    |
| Students with Disabilities                  | 16%                   | 55%          | 29%                    |
| English Learners                            | *                     | *            | *                      |

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

### Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 54                 | 48                   | 50                    | Met Target            | 52                  | 46                    | 50                     | Met Target             |
| White                                       | 60                 | 52                   | 50                    | Exceeds Target        | 53                  | 50                    | 52                     | Met Target             |
| Hispanic                                    | 53                 | 48                   | 49                    | Met Target            | 55.5                | 43.5                  | 47                     | Met Target             |
| Black or African American                   | 47.5               | 43                   | 45                    | Met Target            | 41                  | 42                    | 43                     | Met Target             |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 52.5                 | 60                    | Met Target            | *                   | 57                    | 59                     | Exceeds Target         |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | *                  | 31                   | 51                    | **                    | *                   | 42                    | 52                     | **                     |
| Economically Disadvantaged                  | 47                 | 46                   | 47                    | Met Target            | 47                  | 42                    | 46                     | Met Target             |
| Students with Disabilities                  | 34                 | 42                   | 41                    | Not Met               | 58                  | 47                    | 43                     | Met Target             |
| English Learners                            | 54                 | 59.5                 | 53                    | **                    | 59                  | 52                    | 51                     | **                     |

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





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2016-2017

Grade Span 3H-05

01-1940-055

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

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

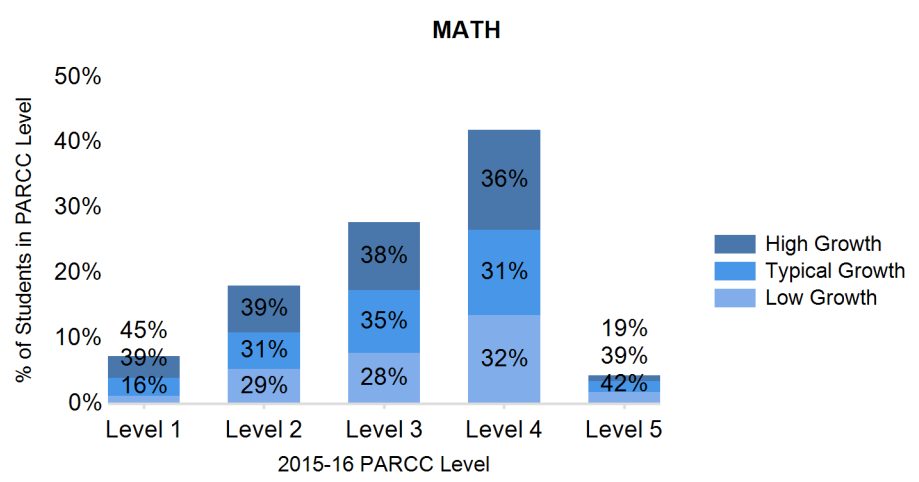
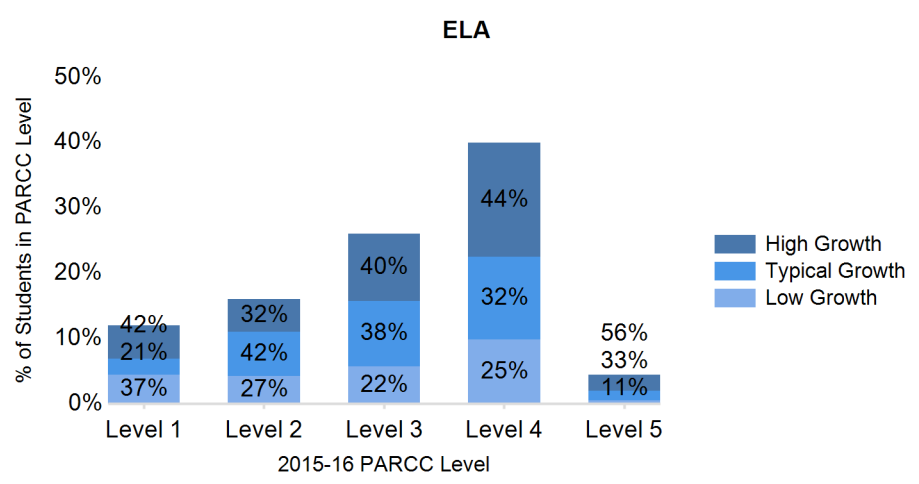
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

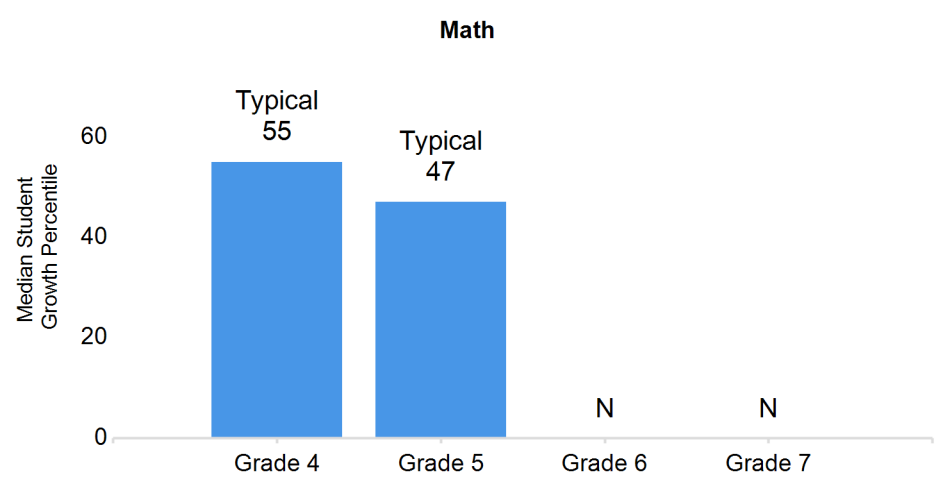
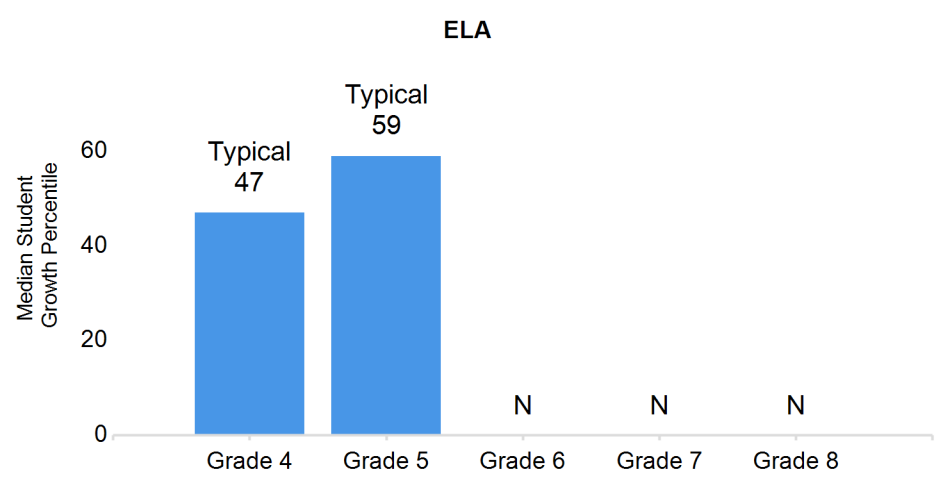
Student Growth by Performance Level

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



Student Growth by Grade

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





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2016-2017  
Grade Span 3H-05

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

### Chronic Absenteeism

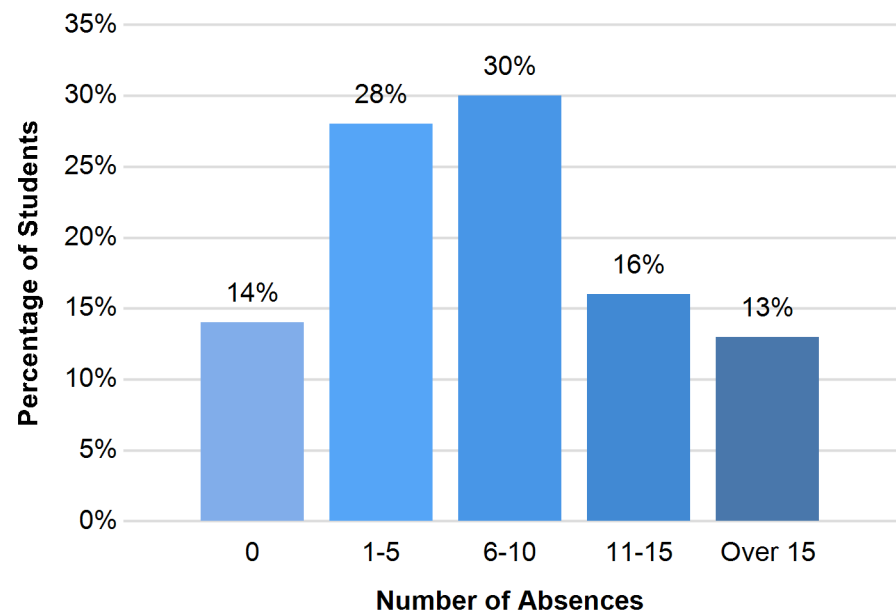
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 8.60                 | 7.20           | Not Met            |
| White                                       | 7.70                 | 7.20           | Not Met            |
| Hispanic                                    | 14.70                | 7.20           | Not Met            |
| Black or African American                   | 6.40                 | 7.20           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 4.70                 | 7.20           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 6.40                 | 7.20           | Met Target         |
| Economically Disadvantaged Students         | 10.70                | 7.20           | Not Met            |
| Students with Disabilities                  | 12.60                | 7.20           | Not Met            |
| English Learners                            | 16.20                | 7.20           | Not Met            |

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

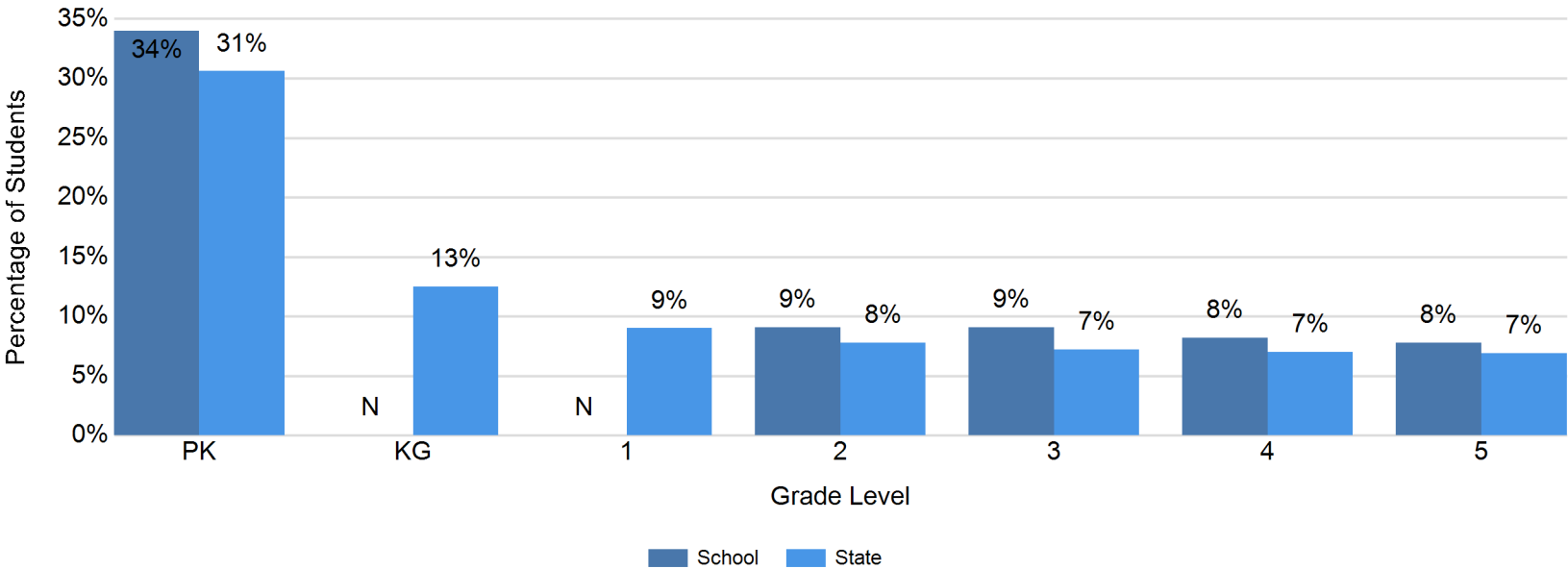
### Days Absent

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



### Chronic Absenteeism by Grade

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





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2016-2017

Grade Span 3H-05

01-1940-055  
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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 9:00AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 20 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 45 Mins. |
| Shared Time - Instructional Time | *               |

### Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 28                  |
| Vandalism                                | 3                   |
| Weapons                                  | 4                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 12                  |
| Total Unique Incidents                   | 43                  |
| Incidents Per 100 Students Enrolled      | 2.85                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 9.3%          |
| Out-of-School Suspensions | 2.1%          |
| Any Suspension            | 11.3%         |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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2016-2017  
Grade Span 3H-05

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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.4:1                   | 309.7 kbps     | 100 kbps                   | Yes                    | Fiber                        | Fiber                    | Yes                           |

Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total    |
|------------------------|---------|--------------|----------|
| District Total         | \$920   | \$12,096     | \$13,016 |



GEORGE L. HESS EDUCATIONAL COMPLEX  
 2016-2017  
 Grade Span 3H-05

01-1940-055  
 ATLANTIC  
 HAMILTON TWP  
 700 BABCOCK ROAD  
 MAYS LANDING, NJ 08330

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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience and Certifications

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

| Category                                   | Teachers in Schools | Teachers in State |
|--|---------------------|-------------------|
| Total Number of teachers                   | 112                 | 121,048           |
| Average years experience in public schools | 12.2                | 11.8              |
| Average years experience in district       | 12.2                | 10.5              |
| Teachers in district for 4 or more years   | 83%                 | 74%               |

Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 14                 | 9,533           |
| Average years experience in public schools     | 12.0               | 15.9            |
| Average years experience in district           | 12.0               | 11.6            |
| Administrators in district for 4 or more years | 79%                | 74%             |

Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 13:1                   | 13:1                     |
| Administrators              | 503:1                  | 231:1                    |
| Librarian/Media Specialists |                        | 807:1                    |
| Nurses                      |                        | 646:1                    |
| Counselors                  |                        | 538:1                    |
| Child Study Team            |                        | 359:1                    |



GEORGE L. HESS EDUCATIONAL COMPLEX  
2016-2017  
Grade Span 3H-05

01-1940-055  
ATLANTIC  
HAMILTON TWP  
700 BABCOCK ROAD  
MAYS LANDING, NJ 08330

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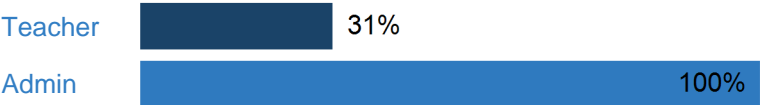
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 89%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 86%      | 88%   |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 97%            |





GEORGE L. HESS EDUCATIONAL COMPLEX  
2016-2017  
Grade Span 3H-05

01-1940-055  
ATLANTIC  
HAMILTON TWP  
700 BABCOCK ROAD  
MAYS LANDING, NJ 08330

Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator   | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency  | 30.7            | 17.5%            |
| Mathematics Proficiency  | 33.6            | 17.5%            |
| English Language Arts Growth   | 56.2            | 25.0%            |
| Mathematics Growth   | 61.0            | 25.0%            |
| Chronic Absenteeism  | 32.3            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                              | N/A             | N/A              |
| Summative Score: Sum of all indicator scores multiplied by indicator weights             |                 | 45.4             |
| Summative Rating: Percentile rank of Summative Score                                     |                 | 42.4             |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



**GEORGE L. HESS EDUCATIONAL COMPLEX**  
**2016-2017**  
**Grade Span 3H-05**

01-1940-055  
 ATLANTIC  
 HAMILTON TWP  
 700 BABCOCK ROAD  
 MAYS LANDING, NJ 08330

Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | N/A             | No  | Met Target                        | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| White                                       | 48.3            | No  | Met Target                        | Not Met                 | Not Met             | Exceeds Target                       | Met Target                 | No   |
| Hispanic                                    | 50.9            | No  | Met Target                        | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| Black or African American                   | 58.7            | No  | Met Target                        | Met Target†             | Met Target          | Met Target                           | Met Target                 | No   |
| Asian, Native Hawaiian, or Pacific Islander | 36.8            | No  | Met Target                        | Met Target†             | Met Target          | Met Target                           | Exceeds Target             | No   |
| American Indian or Alaska Native            | **              | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | No  | N                                 | N                       | Met Target          | **                                   | **                         | No   |
| Economically Disadvantaged Students         | 48.9            | No  | Met Target                        | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| Students with Disabilities                  | 48.5            | No  | Met Target†                       | Met Target              | Not Met             | Not Met                              | Met Target                 | No   |
| English Learners                            | **              | No  | Met Target†                       | Met Target†             | Not Met             | **                                   | **                         | No   |

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

† Target was met within a confidence interval.



**GEORGE L. HESS EDUCATIONAL COMPLEX**  
**2016-2017**  
**Grade Span 3H-05**




01-1940-055  
 ATLANTIC  
 HAMILTON TWP  
 700 BABCOCK ROAD  
 MAYS LANDING, NJ 08330

School General Info

|                   |  |                       |   |
|-------------------|--|-----------------------|---|
| <b>Principal:</b> | Ms. Lamanteer                              | <b>Email Address:</b> | <a href="mailto:lamanteerm@hamiltonschools.org">lamanteerm@hamiltonschools.org</a>  |
| <b>Address:</b>   | 700 BABCOCK ROAD<br>MAYS LANDING, NJ 08330 | <b>Website:</b>       | <a href="http://www.hamiltonschools.org">www.hamiltonschools.org</a>  |
| <b>Phone:</b>     | (609)476-6101                              | <b>Facebook:</b>      | <a href="https://www.facebook.com/GeorgeLHessEducationalComplex/">https://www.facebook.com/GeorgeLHessEducationalComplex/</a> |
|                   |  | <b>Twitter:</b>       | <a href="https://twitter.com/HessHornets">https://twitter.com/HessHornets</a>   |

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.

|   |  |
|---|--|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Curriculum includes Go Math, Balanced Literacy and Next Generation Science Standards</li> <li>• Technology Integration is a part of each school day with students utilizing Chromebooks.</li> <li>• Second Step Curriculum is delivered school-wide in grades Pre-K;2-5</li> </ul>  |
|  <b>Mission, Vision, Theme:</b>               | <p>Mission Statement: We are the Hess School Community committed to learning, growing and achieving together. Vision Statement: The mission of the George L. Hess Educational complex is to provide a safe and secure learning environment where students develop into well-rounded critical thinkers that can work both independently and collaboratively drawing upon strong foundational skills and processes in order to become problem solvers using real-world applications and 21st Century Technologies.</p> |
|  <b>Awards, Recognition, Accomplishments:</b> | <p>Students participate in various philanthropic endeavors. Most notably is the American Heart Association's Jump Rope for Heart Campaign. The school donated over \$10,000.00 in the 16-17 school year to the American Heart Association. Additionally the Hamilton Township Police Department recognized the school for donating \$5000.00 to their K-9 Unit as a result of different fundraisers that are held.</p>   |






GEORGE L. HESS EDUCATIONAL COMPLEX  
2016-2017  
Grade Span 3H-05

01-1940-055  
ATLANTIC  
HAMILTON TWP  
700 BABCOCK ROAD  
MAYS LANDING, NJ 08330

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|  |   |
|--|---|
|  Courses, Curriculum, Instruction: | Curriculum is based on the New Jersey Student Learning Standards for all content areas. Accelerated programming in the areas of Math and ELA is offered in grade 5. In addition to the gifted education program, all students participate in a School Wide Enrichment Program (SWEP). To address the affective domain as it pertains to social/emotional health, the Second Step Curriculum is delivered to all students in grades Pre-K; 2-5.  |
|  Clubs and Activities:             | The following clubs are offered: Intramural sports, physical fitness, dance, band, choir, STEM, computer technology and Good Morning Hess (news media). Tutoring programs in the area of English Language Arts and math are also offered. Additional tutoring is available for our English Language Learners. Students in grade 5 participate in the annual Scripps Spelling Bee Competition. The school holds an Annual Math Bowl. There are band/choir concerts each winter and spring. |
|  Before and After School Programs: | Kid's Corner is the before and after school care program which is run by the Community Education Department.  |







**GEORGE L. HESS EDUCATIONAL COMPLEX**  
**2016-2017**  
**Grade Span 3H-05**

01-1940-055  
 ATLANTIC  
 HAMILTON TWP  
 700 BABCOCK ROAD  
 MAYS LANDING, NJ 08330

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|   |   |
|---|---|
|  <b>Staff and Professional Learning:</b>    | <p>Our educational programs and instructional models are built around teacher expertise, visionary leadership, and continued professional development. We view professional growth as ongoing and through common teacher planning, content specific curriculum meetings, professional learning communities and continuous articulation and support for sharing researched-based curriculum implementation models. Staff participate in district in-service days and out-of-district workshops.</p>          |
|  <b>Student Supports and Services:</b>      | <p>A wide range of student supports and services are in place to meet the needs of students. Our I &amp; RS Team assists staff in supporting students who are experiencing learning, behavioral or health issues based on a tiered system of interventions/programs. The Child Study Team offers a full range services for students with disabilities. Supports are available for struggling learners through our Basic Skills Programs. Services are also available for our English Language Learners.</p> |
|  <b>Student Health and Wellness:</b>        | <p>Understanding the importance of promoting student health and wellness there are various opportunities for students to remain active during their school day. This includes: daily recess, physical education (Year Long; 1 time per week), Swimming (1 Semester; 1 time per week), Health (1 Semester; 1 time per week), Second Step Curriculum (Social/Emotional Health), mentoring and student counseling services. Additionally, breakfast programs are offered daily.</p>                            |
|  <b>Parent and Community Involvement:</b> | <p>The Leadership Team and PTA collaborate to provide opportunities for families to better understand how to navigate the educational system and programs to build stronger home-school connections. Highly attended student showcases, such as the Art and Science Fair, promote positive interactions between home and school. Social Media platforms are used to share information. Parents have access to their child(ren)'s records via the Genesis Parent Portal.</p>                                 |



GEORGE L. HESS EDUCATIONAL COMPLEX  
2016-2017  
Grade Span 3H-05

01-1940-055  
ATLANTIC  
HAMILTON TWP  
700 BABCOCK ROAD  
MAYS LANDING, NJ 08330

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|  |   |
|--|---|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>The Hess Complex has been identified as one of the largest elementary schools in the State of New Jersey, currently housing approximately 1300+ students in grades Pre-K, 2-5. The school will celebrate its 25th anniversary during the 17-18 school year. Special features of the school include a full scale Performing Arts Venue, 2 Art Rooms, 2 Cafeterias, a well-appointed media center, and a regulation sized swimming pool.</p> |
|--|---|



GEORGE L. HESS EDUCATIONAL COMPLEX  
2016-2017  
Grade Span 3H-05

01-1940-055  
ATLANTIC  
HAMILTON TWP  
700 BABCOCK ROAD  
MAYS LANDING, NJ 08330

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Other Information:

The administration works jointly with all stakeholders to provide a safe and nurturing school climate with an emphasis in delivering a high quality curriculum via sound instructional practice rooted in Dr. Marzano’s Framework for Effective Instruction. Educators strive to instill the ideal of being a “lifelong” learner in their students and model this ideal on a regular basis. The school motto is, “Three Houses. . . One Home”. Because we are such a large elementary school, staff and students are grouped into one of 3 houses and remain in that cohort during their time in grades 2-5. Students attend activities for their own house as well as school wide and by grade level. In this way students get the opportunity to know all of their peers but on a day to day basis over the course of 4 years they are in a “smaller” environment in order to build closer relationships. Another primary purpose of the house structure is to aid in collaboration among teachers regarding students’ strengths and areas needing further development to better tailor instruction to meet their needs. In addition to meeting academic needs, we realize the importance of educating the whole child to include their social and emotional health and well-being. The school-wide implementation of the evidence based Second Step Program is one part of a larger district initiative designed to nurture social-emotional competence which will also facilitate the development foundational learning skills.






JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL  
2016-2017

01-1940-060  
ATLANTIC  
HAMILTON TWP  
5801 THIRD STREET  
MAYS LANDING, NJ 08330

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

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

### Navigating through the reports:

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

### Other Resources:

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

### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK       | 0       | 60      | 84      |
| KG       | 305     | 250     | 274     |
| 1        | 300     | 314     | 283     |
| 2        | 0       | 0       | 0       |
| 3        | 0       | 0       | 0       |
| 4        | 0       | 0       | 0       |
| 5        | 0       | 0       | 0       |
| 6        | 0       | 0       | 0       |
| 7        | 0       | 0       | 0       |
| 8        | 0       | 0       | 0       |
| 9        | 0       | 0       | 0       |
| 10       | 0       | 0       | 0       |
| 11       | 0       | 0       | 0       |
| 12       | 0       | 0       | 0       |
| Ungraded | 16      | 23      | 8       |
| Total    | 621     | 647     | 649     |

### PreK and K - Full Day and Half Day

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

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0       | 0       | 0       |
| PK - Full Day | 0       | 60      | 84      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 318     | 250     | 274     |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 47%     | 49%     | 52%     |
| Male                                | 53%     | 51%     | 49%     |
| Economically Disadvantaged Students | 30%     | 30%     | 27%     |
| Students with Disabilities          | 10%     | 12%     | 11%     |
| English Learners                    | 3%      | 4%      | 4%      |
| Homeless Students                   |         |         | 3%      |
| Students in Foster Care             |         |         | 1%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 38.8%         |
| Black or African American           | 23.4%         |
| Hispanic                            | 21.9%         |
| Asian                               | 4.9%          |
| American Indian or Alaska Native    | 0.0%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 10.9%         |

### 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. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English       | 88.4%         |
| Spanish       | 5.7%          |
| Other         | 6.2%          |



**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**

01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

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

### Chronic Absenteeism

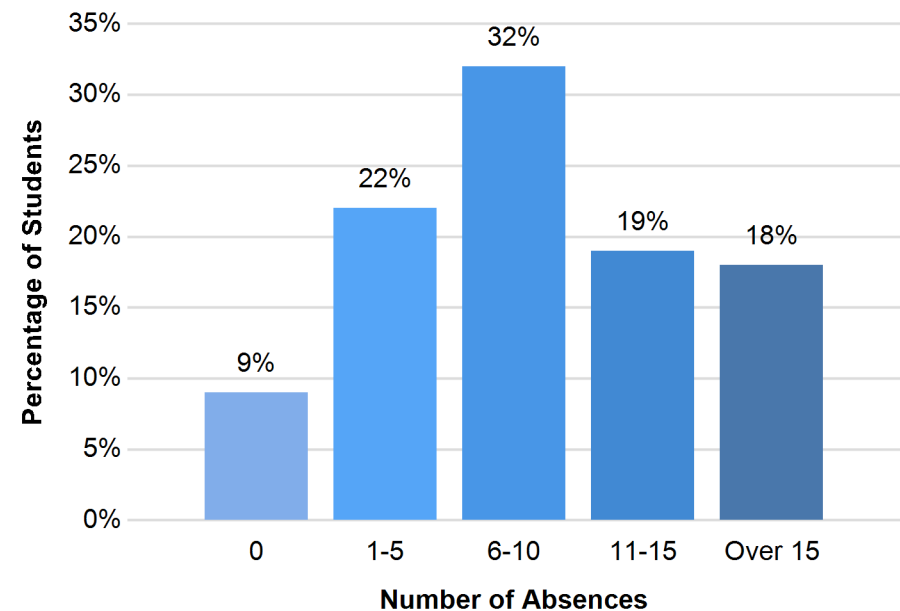
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 13.70                | 10.80          | Not Met            |
| White                                       | 15.10                | 10.80          | Not Met            |
| Hispanic                                    | 14.90                | 10.80          | Not Met            |
| Black or African American                   | 14.60                | 10.80          | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | 9.10                 | 10.80          | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 6.70                 | 10.80          | Met Target         |
| Economically Disadvantaged Students         | 16.50                | 10.80          | Not Met            |
| Students with Disabilities                  | 20.00                | 10.80          | Not Met            |
| English Learners                            | 15.40                | 10.80          | Not Met            |

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

### Days Absent

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



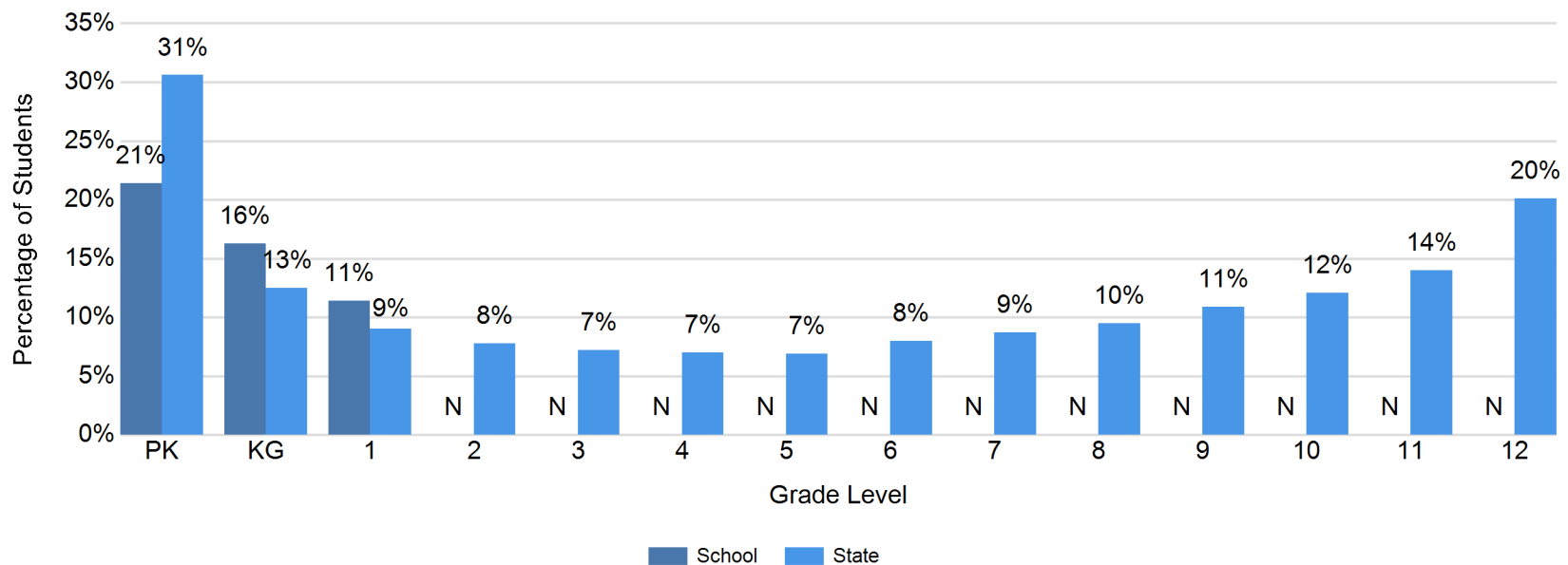


**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL  
2016-2017**

01-1940-060  
ATLANTIC  
HAMILTON TWP  
5801 THIRD STREET  
MAYS LANDING, NJ 08330

### Chronic Absenteeism by Grade

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





**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**

01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 9:00AM          |
| Typical End Time                 | 3:20PM          |
| Length of School Day             | 6 Hrs 20 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 36 Mins. |
| Shared Time - Instructional Time | *               |

### Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 0                   |
| Vandalism                                | 0                   |
| Weapons                                  | 1                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 3                   |
| Total Unique Incidents                   | 3                   |
| Incidents Per 100 Students Enrolled      | 0.46                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 0.0%          |
| Out-of-School Suspensions | 0.6%          |
| Any Suspension            | 0.6%          |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**

01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/<br>Local | Total    |
|------------------------|---------|-----------------|----------|
| District Total         | \$920   | \$12,096        | \$13,016 |



**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**

01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience and Certifications

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

| Category                                   | Teachers in Schools | Teachers in State |
|--|---------------------|-------------------|
| Total Number of teachers                   | 48                  | 121,048           |
| Average years experience in public schools | 11.4                | 11.8              |
| Average years experience in district       | 11.4                | 10.5              |
| Teachers in district for 4 or more years   | 79%                 | 74%               |

### Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 14                 | 9,533           |
| Average years experience in public schools     | 12.0               | 15.9            |
| Average years experience in district           | 12.0               | 11.6            |
| Administrators in district for 4 or more years | 79%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 14:1                   | 13:1                     |
| Administrators              | 325:1                  | 231:1                    |
| Librarian/Media Specialists |                        | 807:1                    |
| Nurses                      |                        | 646:1                    |
| Counselors                  |                        | 538:1                    |
| Child Study Team            |                        | 359:1                    |





**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**

01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

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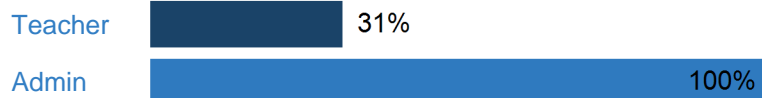
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 89%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 86%      | 88%   |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 97%            |



**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**




01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

### School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. CARTWRIGHT                              | <b>Email Address:</b> | <a href="mailto:cartwrightd@hamiltonschools.org">cartwrightd@hamiltonschools.org</a>        |
| <b>Address:</b>   | 5801 THIRD STREET<br>MAYS LANDING, NJ 08330 | <b>Website:</b>       | <a href="http://www.shaner.hamiltonschools.org/">www.http://shaner.hamiltonschools.org/</a> |
| <b>Phone:</b>     | (609)476-6141                               | <b>Facebook:</b>      | N/A   |
|                   |   | <b>Twitter:</b>       | N/A   |

### 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.

|   |   |
|---|---|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Recognized for early literacy instruction and research-based literacy programming.</li> <li>• A positive behavior and supports school that focuses on behavioral growth and development in early childhood.</li> <li>• Cutting edge special education programs for children with autism and behavioral disabilities.</li> </ul>                                    |
|  <b>Mission, Vision, Theme:</b>               | <p>The Shaner School is committed to the building of a strong academic foundation for our young students. Each child will receive instruction in all domains that is suited to his or her learning needs and that is delivered in an educationally exceptional manner. We are dedicated to providing the necessary building blocks that will help our students be successful in their elementary years.</p> |
|  <b>Awards, Recognition, Accomplishments:</b> | <p>Select staff members have been identified to be a part of the national conversation on PBIS. As area leaders in early literacy the Shaner School is often visited as a model school for balanced literacy. Several staff members have been accepted into Teachers' College Reading and Writing Project Institutes over the past few years.</p>   |



**JOSEPH C SHANER MEMORIAL ELEMENTARY SCHOOL**  
**2016-2017**

01-1940-060  
 ATLANTIC  
 HAMILTON TWP  
 5801 THIRD STREET  
 MAYS LANDING, NJ 08330

### 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.



#### Staff and Professional Learning:

Shaner School staff have the opportunity to be engaged in pedagogical conversation on an ongoing basis. We provide the staff with multiple opportunities throughout each week to grow professionally through mini workshops, book studies, lab sites, and PLC's. Our school is partnered with Columbia University as an ongoing support for literacy, intervention, and instructional design. We are partnered with the Boggs Center of Rutgers University for ongoing support in the implementation of PBIS.



#### Parent and Community Involvement:

The Shaner staff has developed a comprehensive family program with programs for male and female guardians, families, and grandparents including our iMom and All Pro Dad breakfasts, Family Days, Family Nights, Grandparent Evenings, and various other parent visitation opportunities. We are partnered with several local organizations to support select events.




WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

01-1940-120  
ATLANTIC  
HAMILTON TWP  
1876 DR DENNIS FOREMAN DRIVE  
MAYS LANDING, NJ 08330

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

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

### Navigating through the reports:

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

### Other Resources:

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



WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

01-1940-120  
ATLANTIC  
HAMILTON TWP  
1876 DR DENNIS FOREMAN DRIVE  
MAYS LANDING, NJ 08330

Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 6        | 315     | 356     | 341     |
| 7        | 318     | 326     | 370     |
| 8        | 329     | 328     | 336     |
| Ungraded | 29      | 25      | 23      |
| Total    | 991     | 1035    | 1070    |

Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 46%     | 47%     | 50%     |
| Male                                | 54%     | 53%     | 50%     |
| Economically Disadvantaged Students | 45%     | 46%     | 48%     |
| Students with Disabilities          | 18%     | 18%     | 18%     |
| English Learners                    | 1%      | 1%      | 2%      |
| Homeless Students                   |         |         | 3%      |
| Students in Foster Care             |         |         | 1%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 44.9%         |
| Black or African American           | 28.1%         |
| Hispanic                            | 19.1%         |
| Asian                               | 6.4%          |
| American Indian or Alaska Native    | 0.1%          |
| Native Hawaiian or Pacific Islander | 0.1%          |
| Two or More Races                   | 1.3%          |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 95.3%         |
| Spanish       | 2.8%          |
| Other         | 2.0%          |



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 964          | 96.8                      | 50.50  | 49.50  | 54.90   | 50.5  | 52.7                  | Met Target†               |
| White                                       | 441          | 97.8                      | 62.10  | 59.30  | 63.90   | 62.1  | 63.3                  | Met Target†               |
| Hispanic                                    | 175          | 95.0                      | 40.60  | 40.30  | 39.80   | 40.6  | 39.2                  | Met Target                |
| Black or African American                   | 268          | 95.7                      | 33.20  | 36.30  | 35.20   | 33.2  | 36.3                  | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | 69           | 100.0                     | 73.90  | 71.10  | 80.70   | 73.9  | 75.6                  | Met Target†               |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | *   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | 20  | **                    | **                        |
| Female                                      | 475          | 96.2                      | 62.70  | 58.60  | 62.20   | 62.7  |                       |                           |
| Male  | 489          | 97.5                      | 38.70  | 40.60  | 48.10   | 38.7  |                       |                           |
| Economically Disadvantaged Students         | 421          | 96.9                      | 40.20  | 39.20  | 36.20   | 40.2  | 40.1                  | Met Target                |
| Non-Economically Disadvantaged Students     | 543          | 96.8                      | 58.60  | 57.90  | 65.80   | 58.6  |                       |                           |
| Students with Disabilities                  | 188          | 96.6                      | 14.90  | 13.40  | 20.50   | 14.9  | 15.3                  | Met Target†               |
| Students without Disabilities               | 776          | 96.9                      | 59.10  | 57.80  | 61.90   | 59.1  |                       |                           |
| English Learners                            | 25           | 100.0                     | 16.00  | 23.60  | 25.20   | 16  | N                     | N                         |
| Non-English Learners                        | 939          | 96.8                      | 51.40  | 50.20  | 57.40   | 51.4  |                       |                           |
| Homeless Students                           | 23           | 96.8                      | *  | *  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | 10           | 100.0                     | 20.00  | 55.00  | 24.80   | 20  |                       |                           |
| Military-Connected Students                 | *            | *                         | *  | *  | 53.50   | *   |                       |                           |
| Migrant Students                            | *            | *                         | *  | *  | 23.00   | *   |                       |                           |

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

† Target was met within a confidence interval.



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 328          | 743              | 743                       | 752                    | 9%                                       | 20%                                   | 30%                                | 37%                         | 5%                               | 42%                                     | 54%   |
| White                                       | 146          | 750              | 750                       | 758                    | *  | 14%                                   | 27%                                | 49%                         | *                                | 54%                                     | 63%   |
| Hispanic                                    | 59           | 741              | 741                       | 740                    | *  | 27%                                   | 39%                                | 31%                         | *                                | 32%                                     | 38%   |
| Black or African American                   | 97           | 731              | 731                       | 736                    | *  | 26%                                   | 33%                                | 23%                         | *                                | 26%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 19           | 765              | 765                       | 776                    | *  | *                                     | *                                  | 53%                         | *                                | 74%                                     | 81%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 176          | 750              | 750                       | 758                    | *  | 17%                                   | 27%                                | 43%                         | *                                | 51%                                     | 61%   |
| Male  | 152          | 736              | 736                       | 746                    | *  | 22%                                   | 32%                                | 30%                         | *                                | 32%                                     | 46%   |
| Economically Disadvantaged Students         | 143          | 734              | 734                       | 737                    | *  | 25%                                   | 30%                                | 32%                         | *                                | 33%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 185          | 750              | 750                       | 761                    | *  | 15%                                   | 29%                                | 41%                         | *                                | 50%                                     | 65%   |
| Students with Disabilities                  | 63           | 713              | 713                       | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 17%   |
| Students without Disabilities               | 265          | 750              | 750                       | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | 11           | 723              | 723                       | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 22%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Military-Connected Students                 | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 55%   |
| Migrant Students                            | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 356          | 753              | 753                       | 756                    | 6%                                       | 13%                                   | 24%                                | 36%                         | 21%                              | 57%                                     | 59%   |
| White                                       | 165          | 762              | 762                       | 764                    | *  | *                                     | 20%                                | 41%                         | 29%                              | 70%                                     | 69%   |
| Hispanic                                    | 66           | 742              | 742                       | 742                    | *  | 24%                                   | 23%                                | 35%                         | *                                | 44%                                     | 44%   |
| Black or African American                   | 98           | 740              | 740                       | 737                    | *  | 15%                                   | 39%                                | 28%                         | *                                | 36%                                     | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | 24           | 779              | 779                       | 784                    | 0%                                       | *                                     | *                                  | 42%                         | 46%                              | 88%                                     | 85%   |
| American Indian or Alaska Native            | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 59%   |
| Female                                      | 176          | 760              | 760                       | 764                    | *  | *                                     | 21%                                | 44%                         | 24%                              | 68%                                     | 68%   |
| Male  | 180          | 747              | 747                       | 749                    | *  | *                                     | 28%                                | 29%                         | 17%                              | 46%                                     | 51%   |
| Economically Disadvantaged Students         | 148          | 744              | 744                       | 739                    | 7%                                       | 20%                                   | 28%                                | 35%                         | 10%                              | 45%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 208          | 760              | 760                       | 766                    | 5%                                       | 8%                                    | 22%                                | 38%                         | 28%                              | 65%                                     | 70%   |
| Students with Disabilities                  | 62           | 722              | 722                       | 719                    | *  | *                                     | 29%                                | *                           | *                                | 23%                                     | 19%   |
| Students without Disabilities               | 294          | 760              | 760                       | 763                    | *  | *                                     | 24%                                | *                           | *                                | 64%                                     | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | 12           | 708              | 708                       | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 64%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |





WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 318          | 746              | 746                       | 757                    | 11%                                      | 15%                                   | 26%                                | 41%                         | 7%                               | 48%                                     | 59%   |
| White                                       | 141          | 755              | 755                       | 764                    | *  | 14%                                   | 23%                                | 48%                         | *                                | 58%                                     | 68%   |
| Hispanic                                    | 63           | 738              | 738                       | 742                    | *  | 18%                                   | 27%                                | 41%                         | *                                | 41%                                     | 44%   |
| Black or African American                   | 87           | 734              | 734                       | 738                    | 18%                                      | *                                     | 32%                                | 29%                         | *                                | 32%                                     | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 24           | 764              | 764                       | 786                    | *  | *                                     | *                                  | 46%                         | *                                | 67%                                     | 86%   |
| American Indian or Alaska Native            | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 145          | 759              | 759                       | 766                    | *  | *                                     | 18%                                | 52%                         | *                                | 65%                                     | 68%   |
| Male  | 173          | 736              | 736                       | 749                    | *  | *                                     | 34%                                | 31%                         | *                                | 34%                                     | 50%   |
| Economically Disadvantaged Students         | 139          | 737              | 737                       | 739                    | *  | *                                     | 26%                                | 35%                         | *                                | 38%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 179          | 754              | 754                       | 766                    | *  | *                                     | 27%                                | 45%                         | *                                | 55%                                     | 69%   |
| Students with Disabilities                  | 61           | 713              | 713                       | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students without Disabilities               | 257          | 754              | 754                       | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Students in Foster Care                     | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Military-Connected Students                 | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| Migrant Students                            | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |

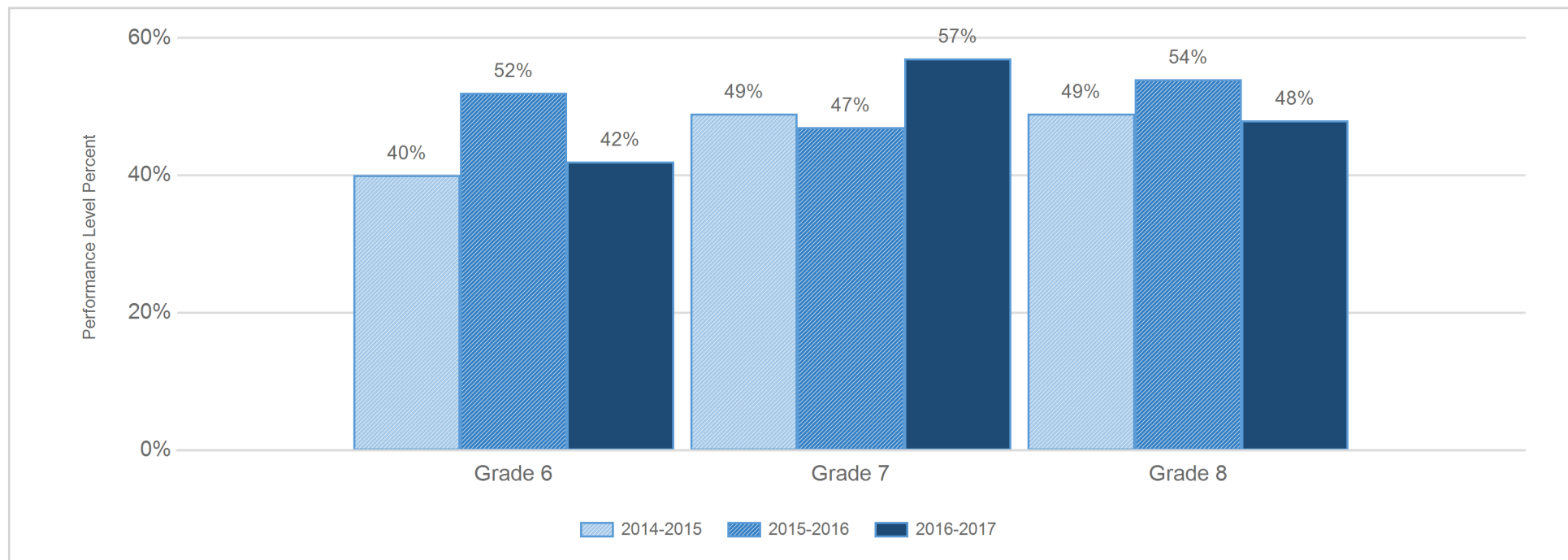


WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

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English Language Arts/Literacy Assessment - Performance Trends

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





WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

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Mathematics Assessment - Participation and Performance

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

| Student Group                               | Valid Scores | % of students Taking Test | School:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 962          | 96.5                      | 32.20   | 35.30   | 43.50  | 32.2  | 36.5                     | Not Met                      |
| White                                       | 439          | 97.0                      | 46.40   | 47.90   | 52.40  | 46.4  | 47.4                     | Met Target†                  |
| Hispanic                                    | 176          | 95.0                      | 17.00   | 21.60   | 27.60  | 17  | 22                       | Not Met                      |
| Black or African American                   | 268          | 95.7                      | 14.10   | 19.90   | 21.70  | 14.1  | 18.9                     | Not Met                      |
| Asian, Native Hawaiian, or Pacific Islander | 68           | 100.0                     | 54.40   | 60.90   | 75.60  | 54.4  | 67.8                     | Not Met                      |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 42.50  | *   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | 10  | **                       | **                           |
| Female                                      | 472          | 95.4                      | 33.90   | 36.30   | 44.10  | 33.9  |                          |                              |
| Male  | 490          | 97.5                      | 30.60   | 34.40   | 42.90  | 30.6  |                          |                              |
| Economically Disadvantaged Students         | 421          | 96.9                      | 19.30   | 22.20   | 25.10  | 19.3  | 25.9                     | Not Met                      |
| Non-Economically Disadvantaged Students     | 541          | 96.1                      | 42.30   | 46.10   | 54.30  | 42.3  |                          |                              |
| Students with Disabilities                  | 188          | 96.6                      | *   | *   | 16.50  | *   | 11                       | Not Met                      |
| Students without Disabilities               | 774          | 96.5                      | *   | *   | 48.80  | *   |                          |                              |
| English Learners                            | 25           | 100.0                     | 20.00   | 26.40   | 23.30  | 20  | N                        | N                            |
| Non-English Learners                        | 937          | 96.4                      | 32.50   | 35.60   | 45.20  | 32.5  |                          |                              |
| Homeless Students                           | 24           | 100.0                     | *   | *   | 16.40  | *   |                          |                              |
| Students In Foster Care                     | 11           | 100.0                     | *   | *   | 15.10  | *   |                          |                              |
| Military-Connected Students                 | *            | *                         | *   | *   | 39.90  | *   |                          |                              |
| Migrant Students                            | *            | *                         | *   | *   | 18.20  | *   |                          |                              |

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

† Target was met within a confidence interval.



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 334          | 735              | 735                       | 743                    | 12%                                      | 25%                                   | 33%                                | 26%                         | 4%                               | 30%                                     | 44%   |
| White                                       | 147          | 741              | 741                       | 751                    | *  | 16%                                   | 33%                                | 38%                         | *                                | 42%                                     | 54%   |
| Hispanic                                    | 62           | 734              | 734                       | 731                    | *  | 34%                                   | 34%                                | 24%                         | *                                | 27%                                     | 27%   |
| Black or African American                   | 98           | 722              | 722                       | 724                    | 19%                                      | 37%                                   | 33%                                | *                           | *                                | 11%                                     | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | 20           | 756              | 756                       | 771                    | *  | *                                     | *                                  | *                           | *                                | 45%                                     | 77%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Female                                      | 178          | 736              | 736                       | 745                    | *  | 25%                                   | 33%                                | 29%                         | *                                | 33%                                     | 45%   |
| Male  | 156          | 733              | 733                       | 742                    | *  | 24%                                   | 34%                                | 23%                         | *                                | 28%                                     | 43%   |
| Economically Disadvantaged Students         | 145          | 724              | 724                       | 728                    | 18%                                      | 28%                                   | 39%                                | *                           | *                                | 16%                                     | 24%   |
| Non-Economically Disadvantaged Students     | 189          | 743              | 743                       | 752                    | 7%                                       | 23%                                   | 29%                                | *                           | *                                | 41%                                     | 56%   |
| Students with Disabilities                  | 64           | 712              | 712                       | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students without Disabilities               | 270          | 740              | 740                       | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 50%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | 11           | 714              | 714                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Students in Foster Care                     | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |

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



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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Mathematics Assessment - Performance by Grade: Grade 7\*\*

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 354          | 737              | 737                       | 741                    | 7%                                       | 29%                                   | 33%                                | 27%                         | 4%                               | 31%                                     | 40%   |
| White                                       | 164          | 745              | 745                       | 748                    | *  | 16%                                   | 32%                                | 42%                         | *                                | 47%                                     | 49%   |
| Hispanic                                    | 66           | 724              | 724                       | 730                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Black or African American                   | 97           | 726              | 726                       | 726                    | 10%                                      | 44%                                   | 34%                                | 11%                         | 0%                               | 11%                                     | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 24           | 764              | 764                       | 764                    | *  | 0%                                    | *                                  | 42%                         | *                                | 67%                                     | 72%   |
| American Indian or Alaska Native            | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Two or More Races                           | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Female                                      | 175          | 737              | 737                       | 743                    | *  | 30%                                   | 31%                                | 29%                         | *                                | 31%                                     | 41%   |
| Male  | 179          | 737              | 737                       | 740                    | *  | 27%                                   | 34%                                | 26%                         | *                                | 31%                                     | 38%   |
| Economically Disadvantaged Students         | 149          | 729              | 729                       | 729                    | *  | 36%                                   | 35%                                | 18%                         | *                                | 20%                                     | 22%   |
| Non-Economically Disadvantaged Students     | 205          | 742              | 742                       | 749                    | *  | 23%                                   | 31%                                | 34%                         | *                                | 40%                                     | 50%   |
| Students with Disabilities                  | 63           | 715              | 715                       | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Students without Disabilities               | 291          | 742              | 742                       | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 45%   |
| English Learners                            | *            | *                | *                         | 712                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | 12           | 698              | 698                       | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Students in Foster Care                     | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

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



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 220          | 718              | 718                       | 728                    | 25%                                      | 36%                                   | 27%                                | 12%                         | 0%                               | 12%                                     | 28%   |
| White                                       | 78           | 722              | 722                       | 736                    | 24%                                      | 24%                                   | 35%                                | 17%                         | 0%                               | 17%                                     | 35%   |
| Hispanic                                    | 52           | 713              | 713                       | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Black or African American                   | 75           | 716              | 716                       | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Asian, Native Hawaiian, or Pacific Islander | 12           | 724              | 724                       | 747                    | *  | *                                     | *                                  | *                           | 0%                               | 17%                                     | 51%   |
| American Indian or Alaska Native            | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Two or More Races                           | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Female                                      | 87           | 721              | 721                       | 730                    | 21%                                      | 33%                                   | 33%                                | 13%                         | 0%                               | 13%                                     | 30%   |
| Male  | 133          | 716              | 716                       | 725                    | 28%                                      | 38%                                   | 23%                                | 11%                         | 0%                               | 11%                                     | 26%   |
| Economically Disadvantaged Students         | 115          | 712              | 712                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Non-Economically Disadvantaged Students     | 105          | 724              | 724                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Students with Disabilities                  | 58           | 702              | 702                       | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 162          | 724              | 724                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Students in Foster Care                     | *            | *                | *                         | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Military-Connected Students                 | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Migrant Students                            | *            | *                | *                         | 713                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |

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



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 95           | 768              | 768                       | 743                    | *  | *                                     | 16%                                | 82%                         | *                                | 84%                                     | 42%   |
| White                                       | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Hispanic                                    | 11           | 760              | 760                       | 728                    | 0%                                       | 0%                                    | *                                  | *                           | 0%                               | 73%                                     | 24%   |
| Black or African American                   | 12           | 761              | 761                       | 724                    | 0%                                       | 0%                                    | *                                  | *                           | 0%                               | 75%                                     | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 12           | 779              | 779                       | 774                    | 0%                                       | 0%                                    | *                                  | *                           | *                                | 83%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 41%   |
| Female                                      | 55           | 767              | 767                       | 744                    | *  | *                                     | *                                  | 76%                         | *                                | 78%                                     | 43%   |
| Male  | 40           | 770              | 770                       | 741                    | *  | *                                     | *                                  | 90%                         | *                                | 93%                                     | 40%   |
| Economically Disadvantaged Students         | 23           | 768              | 768                       | 727                    | *  | *                                     | *                                  | 83%                         | *                                | 87%                                     | 23%   |
| Non-Economically Disadvantaged Students     | 72           | 768              | 768                       | 751                    | *  | *                                     | *                                  | 82%                         | *                                | 83%                                     | 52%   |
| Students with Disabilities                  | *            | *                | *                         | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | *            | *                | *                         | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Students in Foster Care                     | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Migrant Students                            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |





WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| White                                       | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Hispanic                                    | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Black or African American                   | N            | N                | N                         | 719                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 758                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 65%   |
| American Indian or Alaska Native            | N            | N                | N                         | 730                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |
| Two or More Races                           | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 32%   |
| Female                                      | N            | N                | N                         | 735                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Male  | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Students with Disabilities                  | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students without Disabilities               | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Migrant Students                            | N            | N                | N                         | 704                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



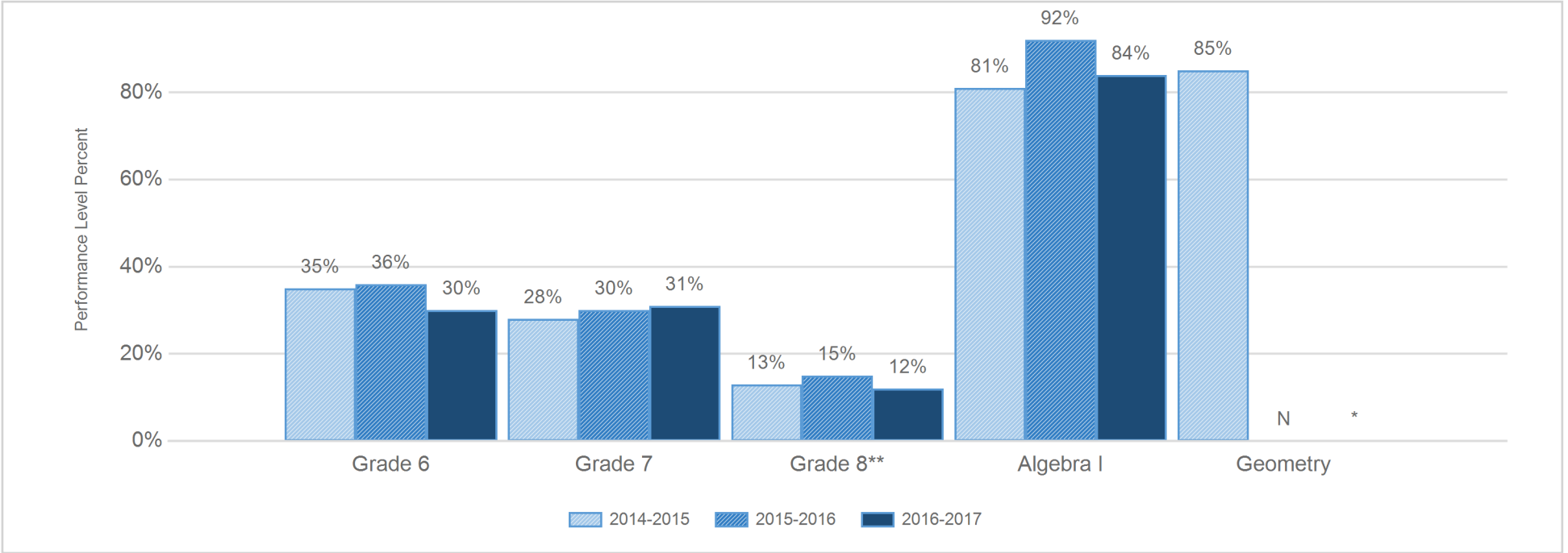


WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

01-1940-120  
ATLANTIC  
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MAYS LANDING, NJ 08330

Mathematics Assessment – Performance Trends

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



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



WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017

Grade Span 06-08

01-1940-120  
ATLANTIC  
HAMILTON TWP  
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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 6     | *                         | *                          |
| 7     | *                         | *                          |
| 8     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students<br>Tested | % Students with<br>Overall Score<br>Below 4.5 | % Students with<br>Overall Score of<br>4.5 and above |
|-------------------|----------------------|---|--|
| 1                 | *                    | *   | *  |
| 2                 | *                    | *   | *  |
| 3                 | *                    | *   | *  |
| 4                 | *                    | *   | *  |
| 5+                | N                    | N   | N  |



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

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

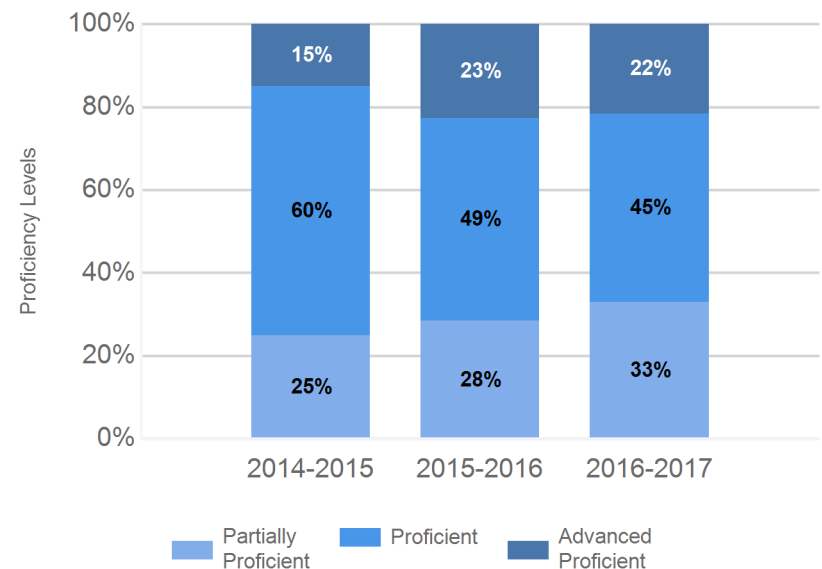
### NJASK Science Assessment Performance: Grade 8

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 27%                   | 47%          | 27%                    |
| Schoolwide                                  | 22%                   | 45%          | 33%                    |
| White                                       | 31%                   | 50%          | 19%                    |
| Hispanic                                    | 11%                   | 49%          | 41%                    |
| Black or African American                   | 10%                   | 39%          | 51%                    |
| Asian, Native Hawaiian, or Pacific Islander | *                     | 40%          | *                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | N            | *                      |
| Economically Disadvantaged Students         | 8%                    | 49%          | 43%                    |
| Students with Disabilities                  | 5%                    | 25%          | 70%                    |
| English Learners                            | N                     | N            | *                      |

### NJASK Science Assessment Performance Trends: Grade 8

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





WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

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MAYS LANDING, NJ 08330

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

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

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

Student Growth

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 47                 | 48                   | 50                    | Met Target            | 42                  | 46                    | 50                     | Met Target             |
| White                                       | 50                 | 52                   | 50                    | Met Target            | 47.5                | 50                    | 52                     | Met Target             |
| Hispanic                                    | 47                 | 48                   | 49                    | Met Target            | 35                  | 43.5                  | 47                     | Not Met                |
| Black or African American                   | 41                 | 43                   | 45                    | Met Target            | 42                  | 42                    | 43                     | Met Target             |
| Asian, Native Hawaiian, or Pacific Islander | *                  | 52.5                 | 60                    | Met Target            | *                   | 57                    | 59                     | Not Met                |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | *                  | 31                   | 51                    | **                    | *                   | 42                    | 52                     | **                     |
| Economically Disadvantaged                  | 44                 | 46                   | 47                    | Met Target            | 40                  | 42                    | 46                     | Met Target             |
| Students with Disabilities                  | 46                 | 42                   | 41                    | Met Target            | 39                  | 47                    | 43                     | Not Met                |
| English Learners                            | 64                 | 59.5                 | 53                    | Exceeds Target        | 45.5                | 52                    | 51                     | Met Target             |

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



WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017

01-1940-120  
ATLANTIC  
HAMILTON TWP  
1876 DR DENNIS FOREMAN DRIVE  
MAYS LANDING, NJ 08330

Grade Span 06-08

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

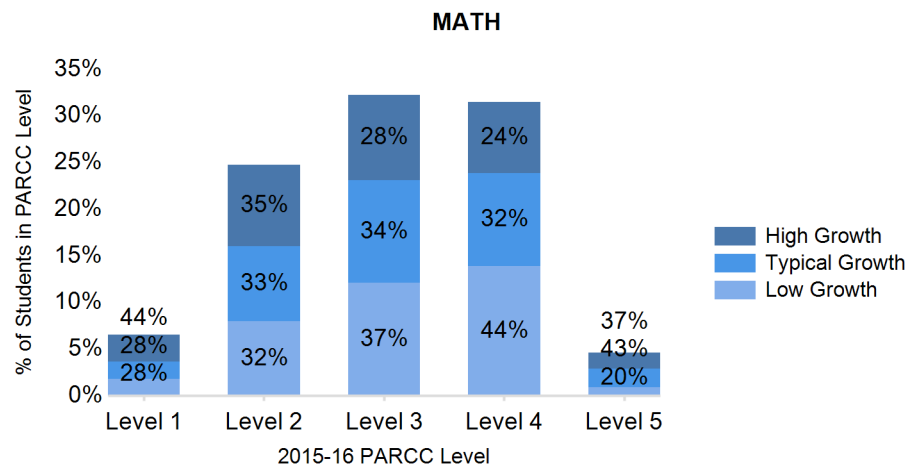
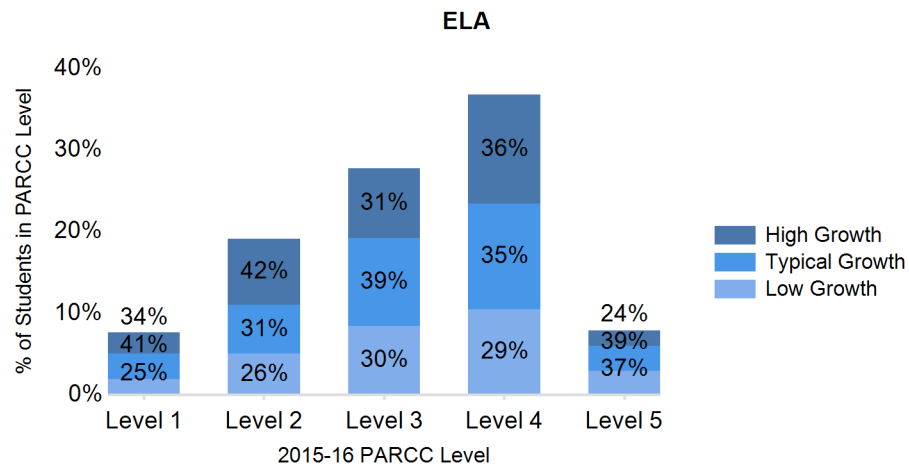
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

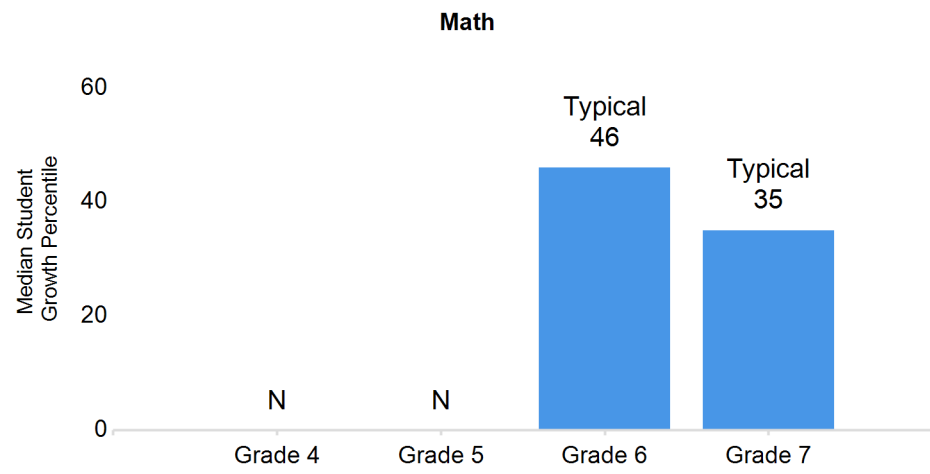
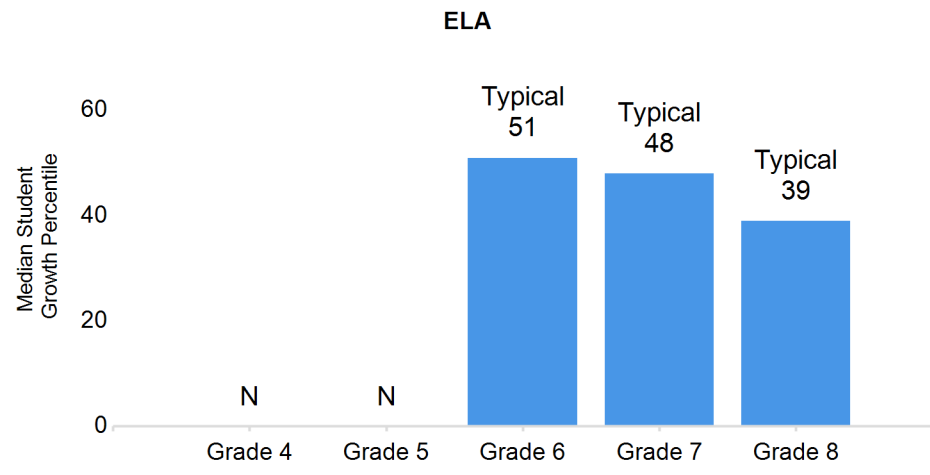
Student Growth by Performance Level

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



Student Growth by Grade

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





WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

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MAYS LANDING, NJ 08330

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

Mathematics - Course Participation

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

| Grade      | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6          | 0         | 0        | 354                        |
| 7          | 0         | 0        | 373                        |
| 8          | 96        | 0        | 255                        |
| Schoolwide | 96        | 0        | 982                        |

World Languages - Course Participation

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

| Grade                         | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6                             | 0       | 0      | 0       | 0     | 0      | 0       | 328             |
| 7                             | 0       | 0      | 0       | 0     | 0      | 0       | 363             |
| 8                             | 0       | 0      | 0       | 0     | 0      | 0       | 335             |
| Schoolwide                    | 0       | 0      | 0       | 0     | 0      | 0       | 1026            |
| Enrolled in Level 3 or Higher | N       | N      | N       | N     | N      | N       | N               |



WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

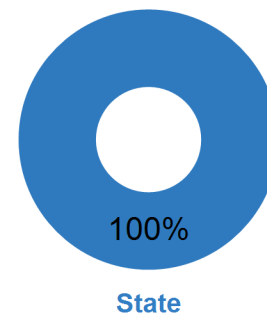
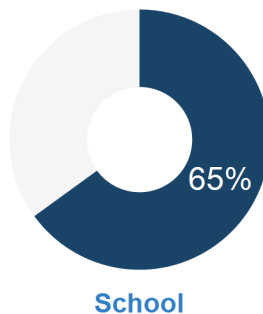
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Visual and Performing Arts – Course Participation

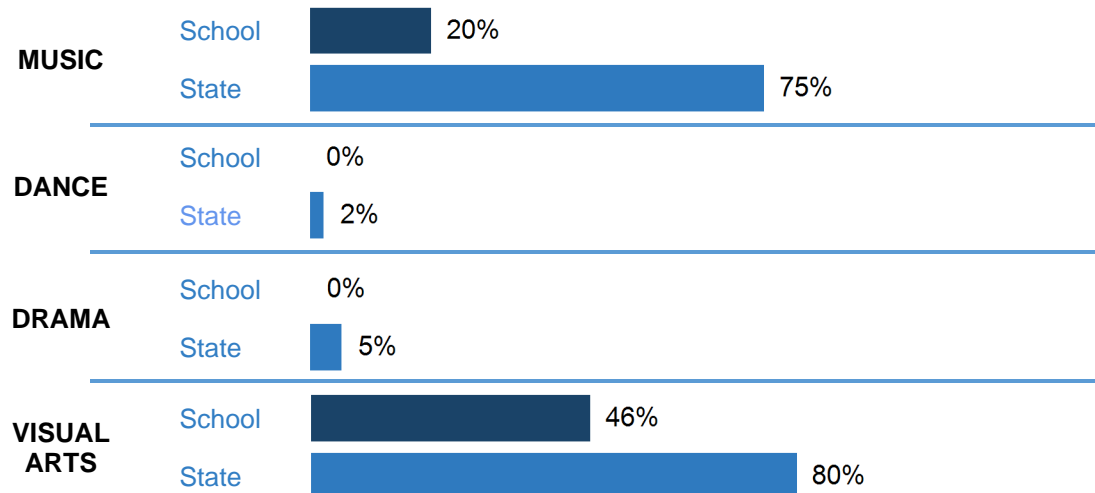
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017

Grade Span 06-08

01-1940-120  
ATLANTIC  
HAMILTON TWP  
1876 DR DENNIS FOREMAN DRIVE  
MAYS LANDING, NJ 08330

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

### Chronic Absenteeism

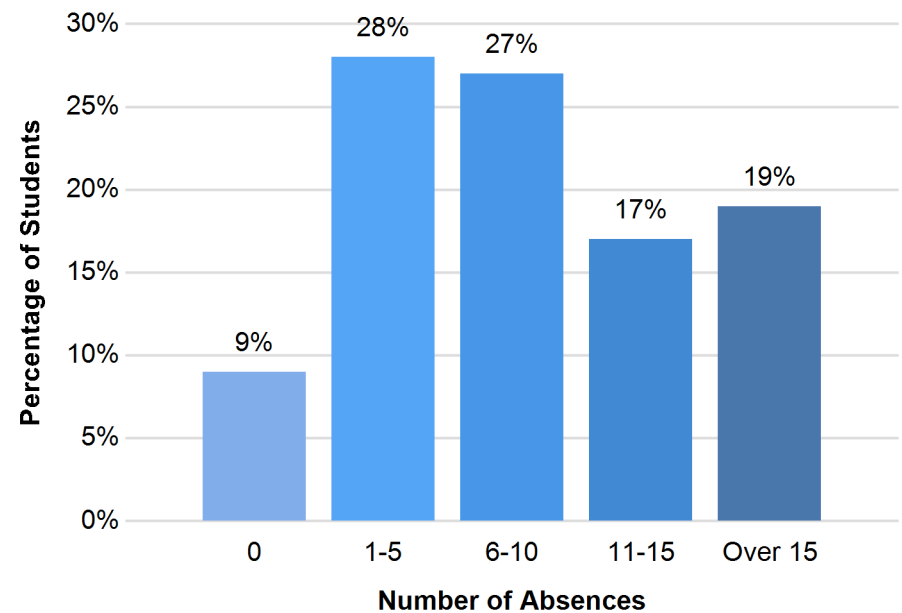
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 14.30                | 8.70           | Not Met            |
| White                                       | 14.60                | 8.70           | Not Met            |
| Hispanic                                    | 14.50                | 8.70           | Not Met            |
| Black or African American                   | 16.30                | 8.70           | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | 2.80                 | 8.70           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | 17.60                | 8.70           | Not Met            |
| Students with Disabilities                  | 25.60                | 8.70           | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

### Days Absent

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





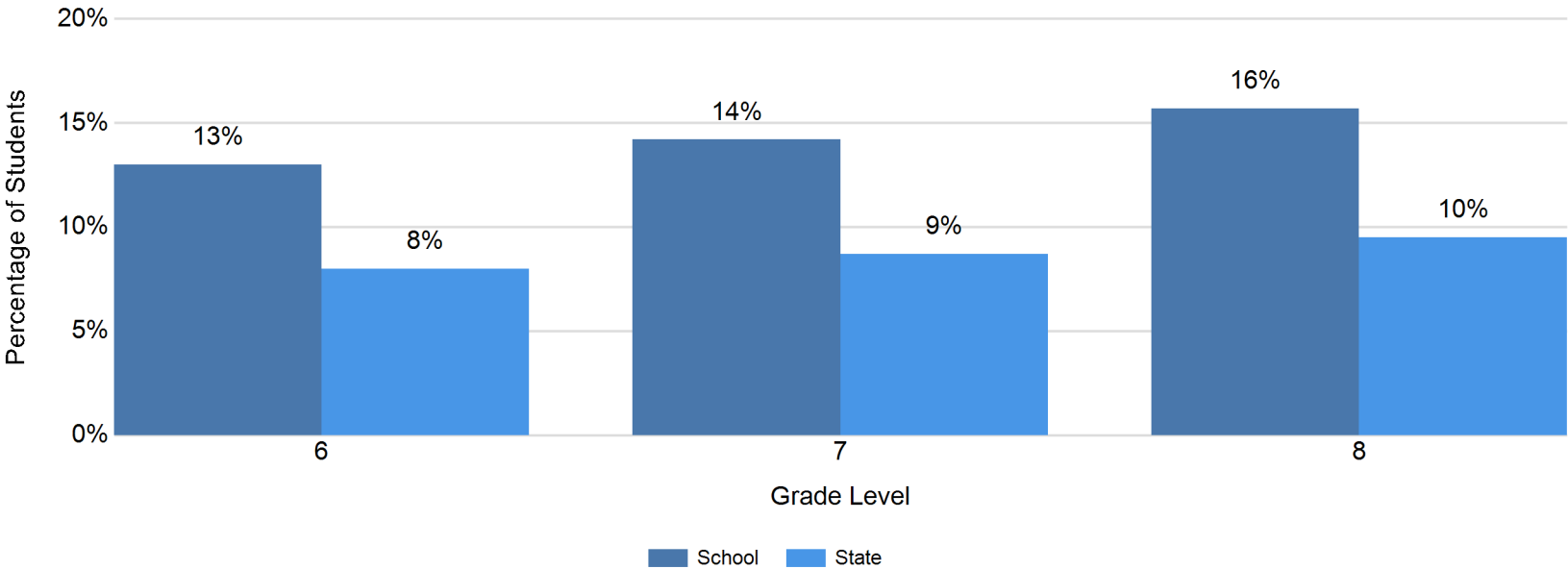


WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

01-1940-120  
ATLANTIC  
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Chronic Absenteeism by Grade

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





WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 7:40AM          |
| Typical End Time                 | 2:15PM          |
| Length of School Day             | 6 Hrs 35 Mins   |
| Full Time - Instructional Time   | 7 Hrs. 15 Mins. |
| Shared Time - Instructional Time | *               |

### Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 33                  |
| Vandalism                                | 2                   |
| Weapons                                  | 2                   |
| Substances                               | 2                   |
| Harassment, Intimidation, Bullying (HIB) | 7                   |
| Total Unique Incidents                   | 45                  |
| Incidents Per 100 Students Enrolled      | 4.21                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 7.6%          |
| Out-of-School Suspensions | 10.8%         |
| Any Suspension            | 18.4%         |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 1                  |



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

### Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.4:1                   | 309.7 kbps     | 100 kbps                   | Yes                    | Fiber                        | Fiber                    | Yes                           |

### Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures | Federal | State/ Local | Total    |
|------------------------|---------|--------------|----------|
| District Total         | \$920   | \$12,096     | \$13,016 |



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience and Certifications

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

| Category                                   | Teachers in Schools | Teachers in State |
|--|---------------------|-------------------|
| Total Number of teachers                   | 90                  | 121,048           |
| Average years experience in public schools | 12.1                | 11.8              |
| Average years experience in district       | 12.1                | 10.5              |
| Teachers in district for 4 or more years   | 76%                 | 74%               |

### Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 14                 | 9,533           |
| Average years experience in public schools     | 12.0               | 15.9            |
| Average years experience in district           | 12.0               | 11.6            |
| Administrators in district for 4 or more years | 79%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 12:1                   | 13:1                     |
| Administrators              | 268:1                  | 231:1                    |
| Librarian/Media Specialists |                        | 807:1                    |
| Nurses                      |                        | 646:1                    |
| Counselors                  |                        | 538:1                    |
| Child Study Team            |                        | 359:1                    |



WILLIAM DAVIES MIDDLE SCHOOL

2016-2017

Grade Span 06-08

01-1940-120

ATLANTIC

HAMILTON TWP

1876 DR DENNIS FOREMAN DRIVE

MAYS LANDING, NJ 08330

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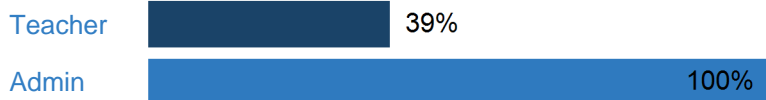
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 89%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 86%      | 88%   |

### Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 97%            |



WILLIAM DAVIES MIDDLE SCHOOL  
2016-2017  
Grade Span 06-08

01-1940-120  
ATLANTIC  
HAMILTON TWP  
1876 DR DENNIS FOREMAN DRIVE  
MAYS LANDING, NJ 08330

Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 34.8            | 17.5%            |
| Mathematics Proficiency   | 17.6            | 17.5%            |
| English Language Arts Growth  | 41.2            | 25.0%            |
| Mathematics Growth  | 20.2            | 25.0%            |
| Chronic Absenteeism   | 12.2            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 26.3             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 15.5             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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2016-2017

Grade Span 06-08

01-1940-120

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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | N/A             | No  | Met Target†                       | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| White                                       | 32.5            | No  | Met Target†                       | Met Target†             | Not Met             | Met Target                           | Met Target                 | No   |
| Hispanic                                    | 27.2            | No  | Met Target                        | Not Met                 | Not Met             | Met Target                           | Not Met                    | No   |
| Black or African American                   | 37.5            | No  | Met Target†                       | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| Asian, Native Hawaiian, or Pacific Islander | 17.9            | No  | Met Target†                       | Not Met                 | Met Target          | Met Target                           | Not Met                    | No   |
| American Indian or Alaska Native            | **              | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | 33.0            | No  | Met Target                        | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| Students with Disabilities                  | 37.0            | No  | Met Target†                       | Not Met                 | Not Met             | Met Target                           | Not Met                    | No   |
| English Learners                            | 50.0            | No  | N                                 | N                       | **                  | Exceeds Target                       | Met Target                 | No   |

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

† Target was met within a confidence interval.



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**2016-2017**  
**Grade Span 06-08**




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### School General Info

|                   |  |                       |  |
|-------------------|--|-----------------------|--|
| <b>Principal:</b> | Mr. Santilli   | <b>Email Address:</b> | <a href="mailto:santillis@hamiltonschools.org">santillis@hamiltonschools.org</a> |
| <b>Address:</b>   | 1876 DR DENNIS FOREMAN DRIVE<br>MAYS LANDING, NJ 08330 | <b>Website:</b>       | <a href="http://hamiltonschools.org">hamiltonschools.org</a>                     |
| <b>Phone:</b>     | (609)476-6241  | <b>Facebook:</b>      | N/A  |
|                   |  | <b>Twitter:</b>       | N/A  |

### 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.

|   |  |
|---|--|
|  <b>Highlights:</b>                            | <ul style="list-style-type: none"> <li>• Technology is integrated within classroom instruction throughout the school via Chromebooks and iPads.</li> <li>• PBSIS is conducted by a core team of teachers, counselors and administrators to improve climate and culture.</li> </ul> |
|  <b>Mission, Vision, Theme:</b>               | The Hamilton Township School District shares one vision: "committed to learning, growing, and achieving together."   |
|  <b>Awards, Recognition, Accomplishments:</b> | Through Character Education Programs, students receive daily recognition for academic and social achievement.  |








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|  |  |
|--|--|
|  Courses, Curriculum, Instruction: | All of our students are exposed to a rich and robust curriculum in all required areas of study. Mathematics: to attain grade level mastery of fundamental thought, algebraic and geometric concepts, cognitive reasoning, and problem solving. Language Arts Literacy: to attain grade level mastery in communication skills, literature, public speaking, writing, sharing, responding and listening skills. Science: to develop an in-depth understanding of content and skills. |
|  Sports and Athletics:             | Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)<br><br>All students have the opportunity to participate in our after school sports programs.   |
|  Clubs and Activities:           | The Davies school has an array of clubs and activities three days a week which take place after school hours. Transportation is provided for all students after the program.   |



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|   |  |
|---|--|
|  <div>Student Supports and Services:</div>    | <p>Students support services include individual counseling, referral to I&amp;RS, peer and staff mentoring and a tutoring program which takes place during and after school.</p>   |
|  <div>Student Health and Wellness:</div>      | <p>Breakfast is provided to all students. Nutrition, wellness, social skills training, mental health and suicide prevention services are provided by staff and outside providers. These include, Second Step training, Life Lines Curriculum and Family Health. Each child receives 45 minutes of physical education each day.</p> |
|  <div>Parent and Community Involvement:</div> | <p>The school district is the heart of Hamilton Township. Our school is used for community education, athletic events, and musical productions.</p>  |