NJ SCHOOL PERFORMANCE REPORT

WILLIAM DAVIES MIDDLE SCHOOL
(01-1940-120)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	HAMILTON TWP
Principal Name	DARREN PALMER
Address	1876 DR DENNIS FOREMAN DRIVE MAYS LANDING, NJ 08330
Phone Number	(609)476-6241
Email Address	palmerd@hamiltonschools.org
Website	http://davies.hamiltonschools.org
Facebook	https://www.facebook.com/WilliamDaviesMS
Twitter	https://twitter.com/WilliamDaviesMS

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	363	351	326
7	334	377	354
8	338	342	371
Total	1,035	1,070	1,055

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.3%	50.1%	49.6%
Male	52.7%	49.9%	50.4%
Economically Disadvantaged Students	46.1%	48.4%	50.4%
Students with Disabilities	17.9%	17.5%	17.5%
English Learners	1.4%	1.7%	1.5%
Homeless Students		2.8%	2.5%
Students in Foster Care		1.2%	1.0%
Military-Connected Students		0.1%	0.1%
Migrant Students		0.1%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	46.7%	44.9%	46.4%
Hispanic	18.5%	19.1%	18.8%
Black or African American	27.5%	28.1%	27.6%
Asian	6.2%	6.4%	5.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	1.1%	1.3%	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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	95.2%
Spanish	3.7%
Other Languages	1.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	43	45	50	Met Standard	38	45	50	Not Met
White	48	48	50	Met Standard	42	48	51	Met Standard
Hispanic	37	39.5	49	Not Met	34	45.5	48	Not Met
Black or African American	36	41	44	Not Met	34	40	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	60	61	Met Standard	48	54	61	Met Standard
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	48	46	49	**	*	37	51	**
Economically Disadvantaged	36	43	48	Not Met	34	43	47	Not Met
Students with Disabilities	34	40	41	Not Met	34	46	43	Not Met
English Learners	38	37	54	Not Met	35	60.5	51	Not Met

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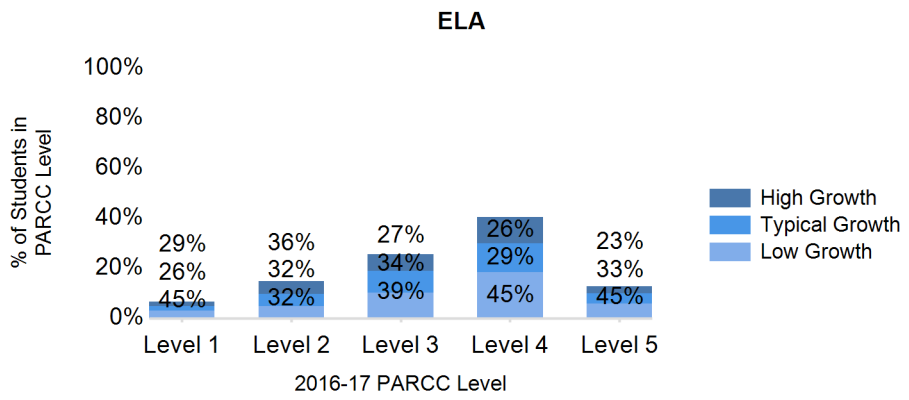
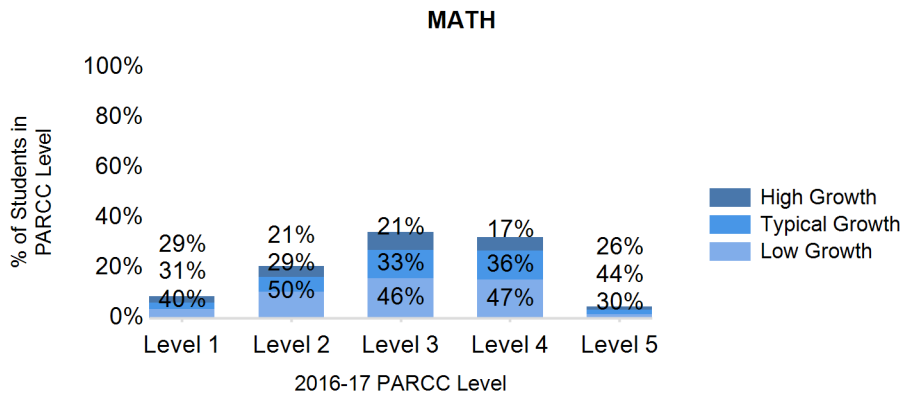
Student Growth by Performance Level

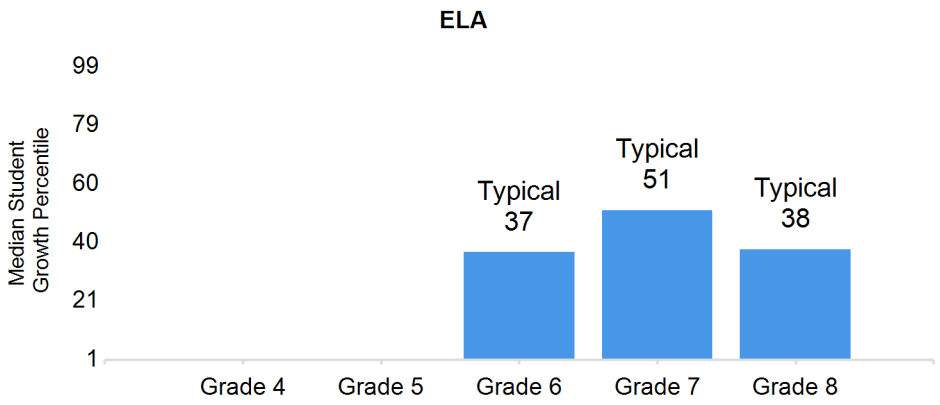
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

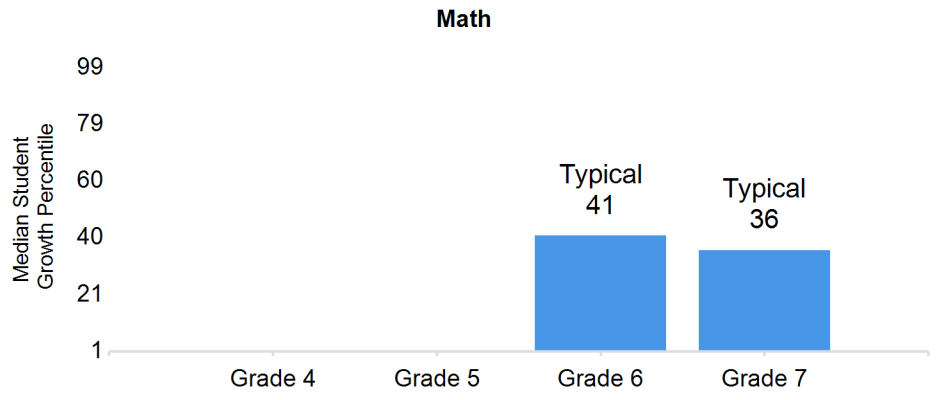




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	966	96.0	52.9	49.7	56.7	52.9	54.2	Met Target†
White	448	97.1	64.7	59.0	65.6	64.7	64.2	Met Target
Hispanic	180	94.9	41.6	39.8	42.5	41.6	41.4	Met Target
Black or African American	261	94.3	34.5	35.7	37.3	34.4	38.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	63	98.4	79.4	77.9	82.3	79.4	75.9	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	480	95.8	62.3	59.2	64.5	62.3		
Male	486	96.2	43.6	40.5	49.4	43.6		
Economically Disadvantaged Students	412	94.3	38.1	38.5	38.5	37.9	42.2	Not Met
Non-Economically Disadvantaged Students	554	97.3	63.9	58.7	67.5	63.9		
Students with Disabilities	164	92.9	16.4	14.5	21.6	16.1	18.7	Met Target†
Students without Disabilities	802	96.7	60.3	57.2	63.9	60.3		
English Learners	29	97.0	20.6	25.8	27.3	20.6	19.2	Met Target
Non-English Learners	937	96.0	53.9	50.5	59.4	53.9		
Homeless Students	19	84.6	10.5	20.5	27.7	53.9		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	746	746	754	7%	19%	25%	41%	8%	49%	56%
White	140	754	754	761	*	14%	23%	*	*	59%	66%
Hispanic	61	736	736	742	*	28%	28%	*	*	34%	42%
Black or African American	81	736	736	737	*	25%	32%	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	146	756	756	761	*	*	27%	*	*	60%	64%
Male	156	738	738	748	*	*	24%	*	*	39%	48%
Economically Disadvantaged Students	136	736	736	739	*	24%	31%	*	*	35%	37%
Non-Economically Disadvantaged Students	166	755	755	764	*	14%	20%	*	*	60%	68%
Students with Disabilities	44	714	714	723	*	*	*	*	*	*	18%
Students without Disabilities	258	752	752	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	336	750	750	760	10%	15%	21%	36%	17%	54%	63%
White	151	760	760	768	7%	7%	19%	43%	25%	68%	72%
Hispanic	62	751	751	746	*	16%	23%	*	*	55%	49%
Black or African American	100	729	729	740	18%	28%	26%	*	*	28%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	178	761	761	769	*	*	21%	42%	22%	65%	72%
Male	158	736	736	752	*	*	22%	30%	11%	41%	54%
Economically Disadvantaged Students	146	735	735	742	17%	21%	24%	29%	9%	38%	44%
Non-Economically Disadvantaged Students	190	761	761	771	5%	10%	19%	42%	24%	66%	73%
Students with Disabilities	64	713	713	721	34%	27%	22%	17%	0%	17%	22%
Students without Disabilities	272	758	758	768	5%	12%	21%	41%	21%	62%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	357	751	751	759	8%	13%	25%	41%	12%	53%	60%
White	167	761	761	767	*	*	22%	49%	17%	65%	70%
Hispanic	62	738	738	744	*	16%	39%	*	*	34%	45%
Black or African American	97	736	736	739	15%	22%	25%	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	25	780	780	789	0%	*	*	*	*	80%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	171	759	759	768	*	*	25%	43%	16%	60%	69%
Male	186	745	745	751	*	*	26%	39%	8%	47%	52%
Economically Disadvantaged Students	148	739	739	740	11%	21%	30%	*	*	37%	42%
Non-Economically Disadvantaged Students	209	760	760	769	6%	8%	22%	*	*	64%	71%
Students with Disabilities	64	713	713	719	*	*	23%	*	*	14%	19%
Students without Disabilities	293	760	760	766	*	*	26%	*	*	61%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	10	715	715	727	*	*	*	*	*	10%	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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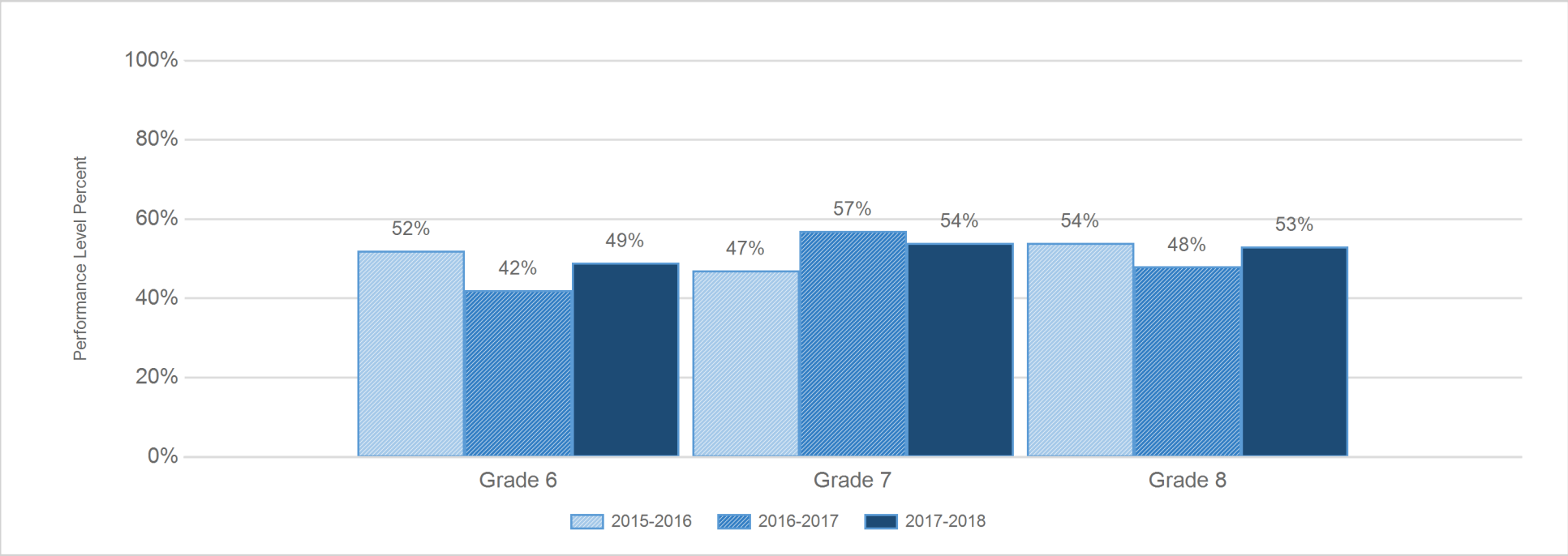
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	950	94.4	34.9	35.3	45.0	34.8	38.8	Not Met
White	442	95.8	48.2	46.7	54.1	48.2	49.1	Met Target†
Hispanic	177	93.4	23.8	24.6	29.2	23.4	25	Met Target†
Black or African American	254	91.6	13.4	18.7	23.4	13.0	22.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	98.4	61.9	61.0	77.0	61.9	68.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	477	95.0	36.9	36.2	46.0	36.9		
Male	473	93.7	32.9	34.5	43.9	32.6		
Economically Disadvantaged Students	407	92.8	21.2	25.0	26.6	20.7	28.7	Not Met
Non-Economically Disadvantaged Students	543	95.6	45.3	43.8	55.9	45.3		
Students with Disabilities	162	91.3	13.0	13.0	17.1	12.5	14.7	Met Target†
Students without Disabilities	788	95.1	39.5	40.1	50.5	39.5		
English Learners	29	97.0	20.7	29.7	24.6	20.7	23	Met Target†
Non-English Learners	921	94.3	35.4	35.6	46.9	35.2		
Homeless Students	19	84.6	*	*	17.3	35.1		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	304	738	738	744	10%	24%	30%	32%	4%	37%	44%
White	140	749	749	751	*	15%	26%	*	*	54%	54%
Hispanic	62	727	727	731	*	34%	31%	*	*	23%	27%
Black or African American	82	723	723	726	18%	34%	35%	12%	0%	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	148	742	742	745	7%	22%	29%	*	*	43%	45%
Male	156	734	734	742	13%	26%	30%	*	*	31%	42%
Economically Disadvantaged Students	138	728	728	729	12%	32%	35%	21%	0%	21%	24%
Non-Economically Disadvantaged Students	166	747	747	753	8%	17%	25%	42%	8%	49%	56%
Students with Disabilities	46	716	716	717	22%	52%	*	*	*	11%	13%
Students without Disabilities	258	742	742	748	8%	19%	*	*	*	41%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM DAVIES MIDDLE SCHOOL
(01-1940-120)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	734	734	743	12%	27%	33%	24%	5%	28%	43%
White	147	742	742	750	9%	17%	35%	*	*	39%	54%
Hispanic	61	734	734	732	*	30%	39%	*	*	25%	27%
Black or African American	95	719	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	174	738	738	745	6%	29%	34%	*	*	32%	45%
Male	152	730	730	741	18%	24%	33%	*	*	24%	42%
Economically Disadvantaged Students	141	725	725	730	16%	35%	32%	*	*	16%	24%
Non-Economically Disadvantaged Students	185	741	741	751	8%	20%	35%	*	*	37%	55%
Students with Disabilities	63	710	710	717	44%	27%	19%	*	*	10%	12%
Students without Disabilities	263	740	740	748	4%	27%	37%	*	*	33%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM DAVIES MIDDLE SCHOOL
(01-1940-120)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	724	724	728	19%	31%	29%	20%	0%	20%	28%
White	113	733	733	736	11%	26%	33%	31%	0%	31%	36%
Hispanic	51	719	719	722	22%	37%	29%	*	*	12%	22%
Black or African American	85	715	715	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	734	734	747	*	*	*	*	*	36%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	128	725	725	731	16%	30%	38%	16%	0%	16%	31%
Male	137	724	724	725	22%	32%	22%	24%	0%	24%	26%
Economically Disadvantaged Students	130	718	718	719	26%	35%	25%	15%	0%	15%	20%
Non-Economically Disadvantaged Students	135	730	730	735	13%	27%	34%	26%	0%	26%	35%
Students with Disabilities	58	704	704	705	47%	38%	*	*	*	12%	*
Students without Disabilities	207	730	730	735	12%	29%	*	*	*	23%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	10	706	706	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM DAVIES MIDDLE SCHOOL
(01-1940-120)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	782	782	746	0%	0%	*	*	*	95%	46%
White	51	780	780	755	0%	0%	*	*	*	94%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	794	794	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	41	781	781	748	0%	0%	*	*	*	95%	48%
Male	41	783	783	745	0%	0%	*	*	*	95%	44%
Economically Disadvantaged Students	15	779	779	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	67	782	782	756	0%	0%	*	*	*	94%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	82	782	782	749	0%	0%	*	*	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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

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

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	N	N	N	728	N	N	N	N	N	N	30%
Male	*	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	N	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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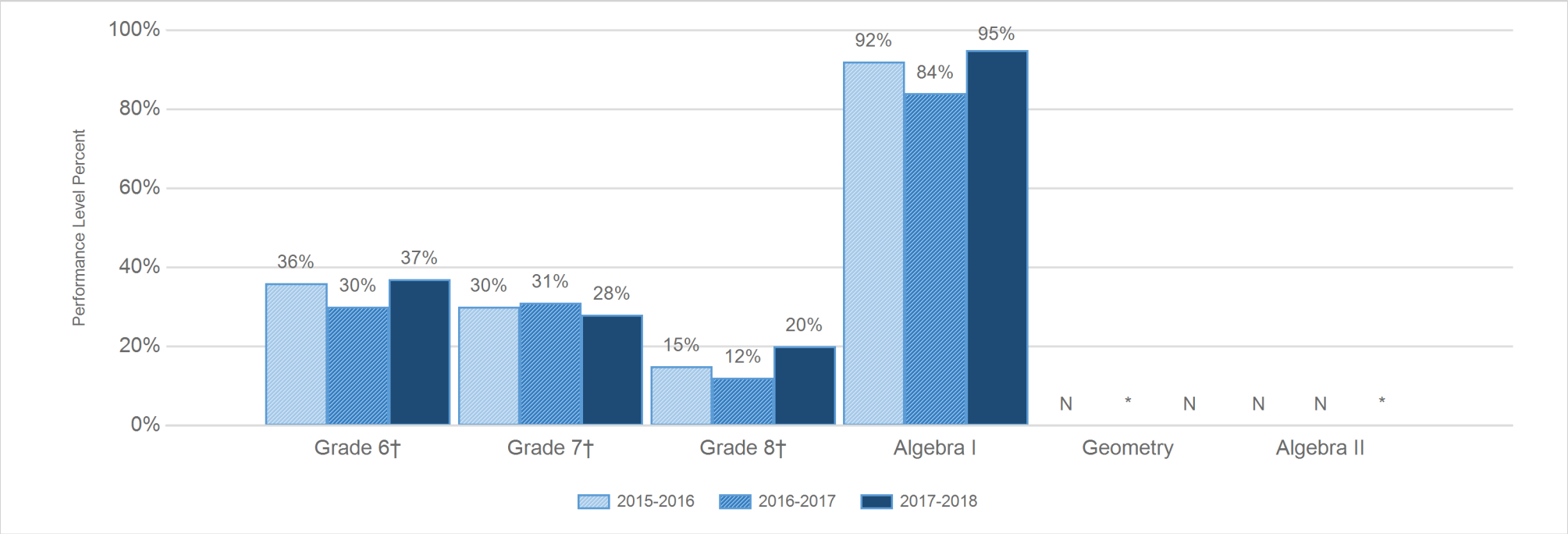
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	338
7	32	0	351
8	91	0	317
Total	123	0	1006

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	314
7	0	0	0	0	0	0	338
8	0	0	0	0	0	0	356
Total	0	0	0	0	0	0	1008

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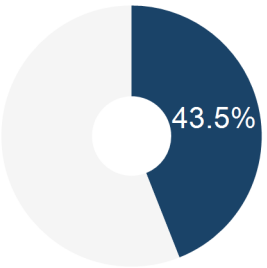
Visual and Performing Arts – Course Participation

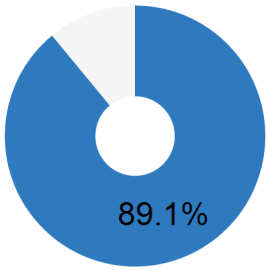
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

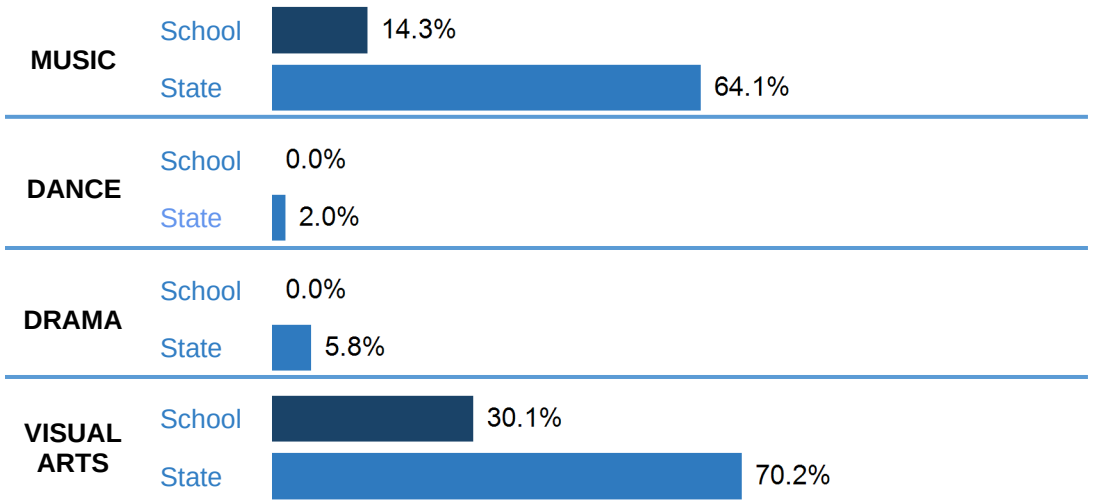


School



State

Students enrolled in one or more classes by discipline:



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

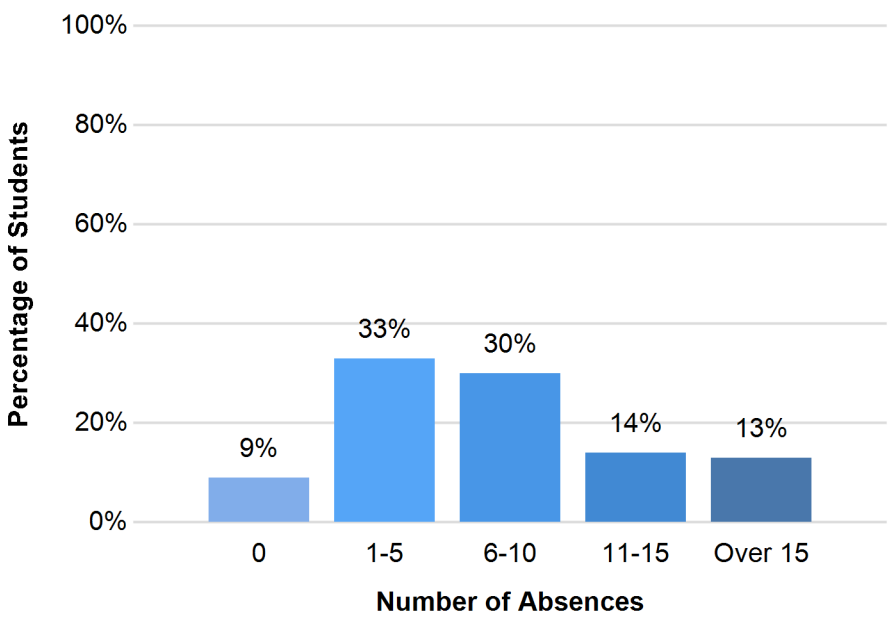
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	116	10.8	9.5	Not Met
White	52	10.3	9.5	Not Met
Hispanic	26	12.9	9.5	Not Met
Black or African American	34	11.6	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	3.2	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	81	15.2	9.5	Not Met
Students with Disabilities	39	20.9	9.5	Not Met
English Learners	2	12.5	**	**

Days Absent

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



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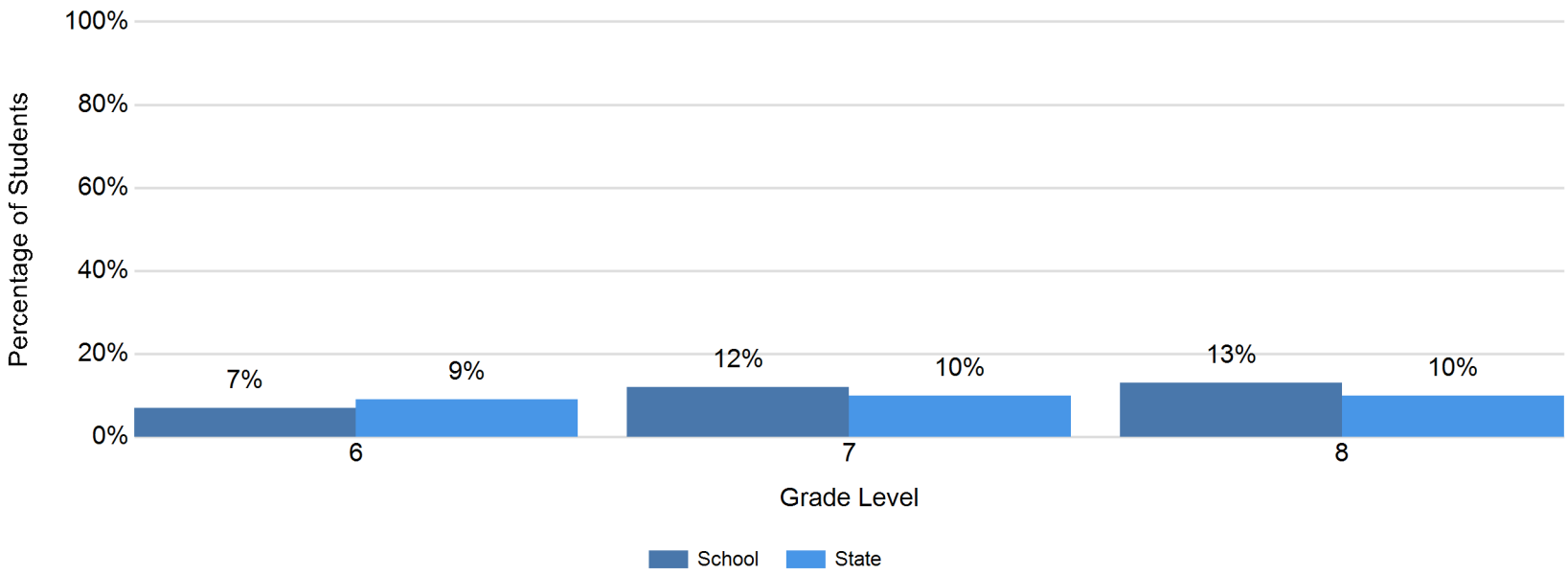
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

WILLIAM DAVIES MIDDLE SCHOOL
(01-1940-120)
Grades Offered: 06-08
2017-2018

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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	24
Weapons	1
Vandalism	4
Substances	6
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	4.83

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	1	1
Gender	0	7	7
Sexual Orientation	0	5	5
Disability	0	4	4
Other	0	14	14
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	74	7.0%
Out-of-School Suspensions	57	5.4%
Any Suspension	106	10.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
383

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.4:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$914	$11,921	$12,835

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	88	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	78.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	12.4	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	264:1	205:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		770:1
Students to Nurses		1027:1
Students to Counselors		514:1
Students to Child Study Team		308:1

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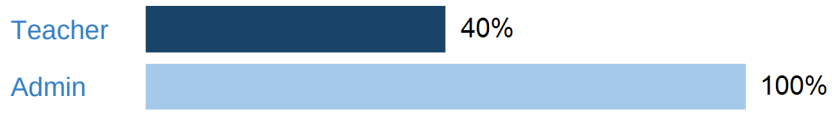
Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree



Doctoral Degree

Teacher	0%
Admin	0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	78.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.1%	50.0%
Male	23.9%	50.0%
White	98.9%	50.0%
Hispanic	0.0%	25.0%
Black or African American	1.1%	25.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	35.55	17.5%
Mathematics Proficiency	19.96	17.5%
English Language Arts Growth	19.31	25.0%
Mathematics Growth	11.69	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	25.48	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	21.29	n/a
Summative Rating: Percentile rank of Summative Score	9.30	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Not Met	**	Not Met	No
White	30.20	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	21.41	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	28.97	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	23.61	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	23.13	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	27.05	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	20.22	14.08	No	Met Target	Met Target†	Not Met	Not Met	Not Met	**	No

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

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School Narrative

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

Highlights:	• Technology is integrated with classroom via Chromebooks iPads, broadband technology and classroom TVs. • PBSIS is conducted to improve climate and culture, led by teachers, counselors and administrators who receive professional development each year in the discipline. • The Second Step® curriculum is delivered school-wide in grades 6-8.
Mission, Vision, Theme:	William Davies Middle School is dedicated to academic excellence, by providing a rigorous and diverse curricullum, in a safe and supportive environment; which enables ALL students to gain from their learning and social experiences, allowing for further readiness well into the 21st century.
Awards, Recognition, Accomplishments:	Through a comprehensive plan for whole student wellness and growth, students receive daily guidance and recognition for decision-making 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) 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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Staff and Professional Learning:	Our certificated and non-certificated staff undertake a variety of occupationally relevant professional development actitives. Activties are embedded in the distirict's academic calendar for the year during which times staff are exposed to many State-wide best practices and technology-driven concepts, such PBIS, SEL, NCI, and Linkit!; or locally driven information and sharing sessions performed by administrators or teachers.
Postsecondary Information:	Our school maintains articulation with the Greater Egg Harbor Regional School District. We host a high school fair which involves many area secondary schools.

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Student Supports and Services:	Students support services include individual counseling, referral to I&RS, peer and staff mentoring and a tutoring program which takes place during and after school.
Student Health and Wellness:	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.
Parent and Community Involvement:	The school district is the heart of Hamilton Township. Our school is used for community education, athletic events, and musical productions.

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Climate Surveys:	Panorama® survey.
School Safety:	William Davies Middle School benefits from a collaborative team of School Resource and Attendance Officers (SRAOs) assigned by the district at our site.

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Technology and STEM:	William Davies Middle School has a "one-to-one" appointment of PC technology for our students in order to advance learning in the classroom. We use Project Lead The Way to advance our STEM instruction and to pursue interdisciplinary connections.

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Other Information:	William Davies Middle School contributes to the aims of the Hamilton Township School District to become a leader in whole student development, including 'wellness' initiatives aimed at mental health supports and student resiliency through relationship building and proactive problem-solving. Social emotional learning is a mainstay in our professional development plans. We exercise the principles and best practices and guidance derived from Second Step, Life Space Crisis Intervention, PBIS, NJTSS and what we know about Helping Children Succeed.