



State of New Jersey  
2015-2016

Grade Span 09-12

15-0860-030  
GLOUCESTER  
CLAYTON BORO  
CLAYTON HIGH SCHOOL  
55 POP KRAMER BLVD  
SUITE A  
CLAYTON, NJ 08312-1700

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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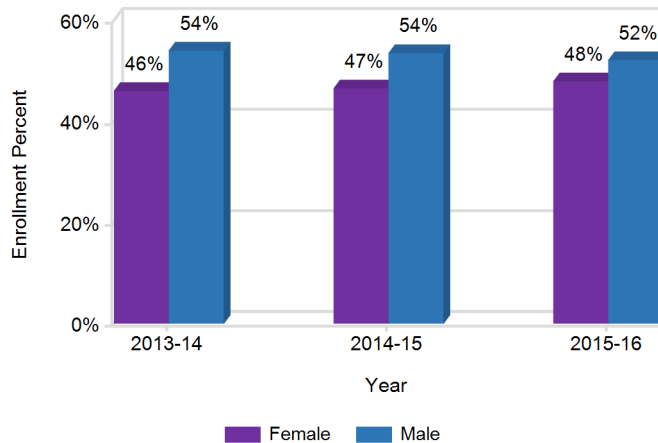
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	77	110	102
Grade 10	105	85	108
Grade 11	82	99	84
Grade 12	77	76	100
UG	7	11	9
<b>Total</b>	<b>348</b>	<b>381</b>	<b>403</b>

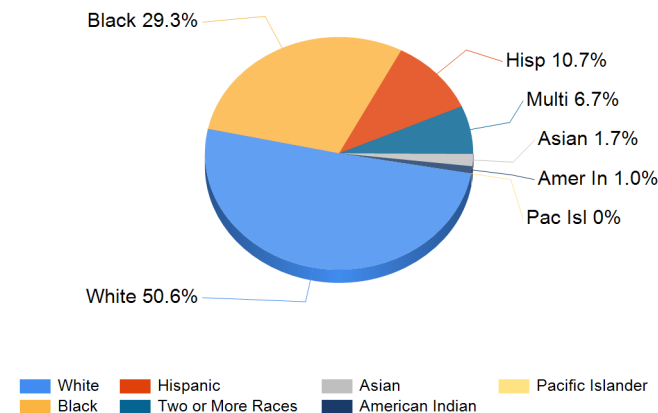
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



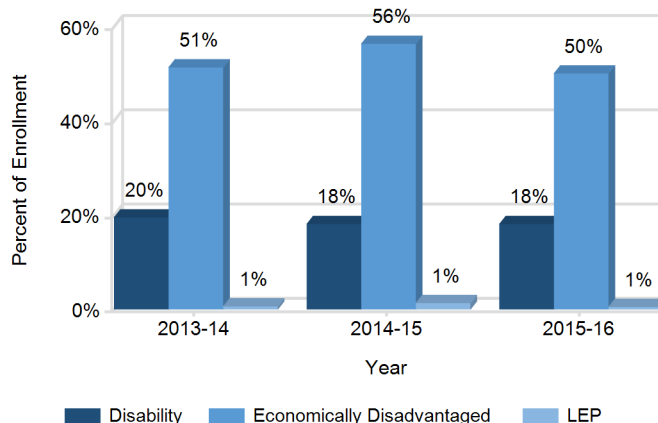
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.3%
Spanish	1.7%
Turkish	1.0%
Chinese	0.2%
Haitian	0.2%
Other	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	42%	S	40
Mathematics Met or Exceeded Expectations	22%	S	33

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	173	42%	40	93%	X	172	22%	33	91%	X
White	92	51%	41	93%	X	92	28%	34	92%	X
African American	43	30%	35	95%	✓	43	12%	38	91%	X
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	87	35%	50	93%	X	87	16%	44	90%	X



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>96</b>	<b>748</b>	<b>748</b>	<b>746</b>	<b>10%</b>	<b>12%</b>	<b>31%</b>	<b>34%</b>	<b>13%</b>	<b>47%</b>	<b>49%</b>
White	45	756	756	754	4%	9%	33%	38%	16%	53%	58%
African American	34	736	736	729	15%	21%	32%	24%	9%	32%	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	48	741	741	729	13%	17%	35%	27%	8%	35%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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### PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>100</b>	<b>737</b>	<b>737</b>	<b>740</b>	<b>21%</b>	<b>16%</b>	<b>29%</b>	<b>23%</b>	<b>11%</b>	<b>34%</b>	<b>44%</b>
White	56	751	751	747	11%	14%	29%	32%	14%	46%	50%
African American	19	714	714	722	37%	16%	32%	16%	N	16%	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	52	724	724	723	35%	17%	17%	21%	10%	31%	30%

■ Did Not Yet Meet Expectations  
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### \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>80</b>	<b>732</b>	<b>732</b>	<b>736</b>	<b>14%</b>	<b>24%</b>	<b>31%</b>	<b>28%</b>	<b>4%</b>	<b>31%</b>	<b>40%</b>
White	38	740	740	739	8%	18%	37%	32%	5%	37%	42%
African American	30	721	721	728	20%	33%	30%	13%	3%	17%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	39	726	726	730	15%	31%	33%	21%	N	21%	33%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
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 ■ Met Expectations  
 ■ Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



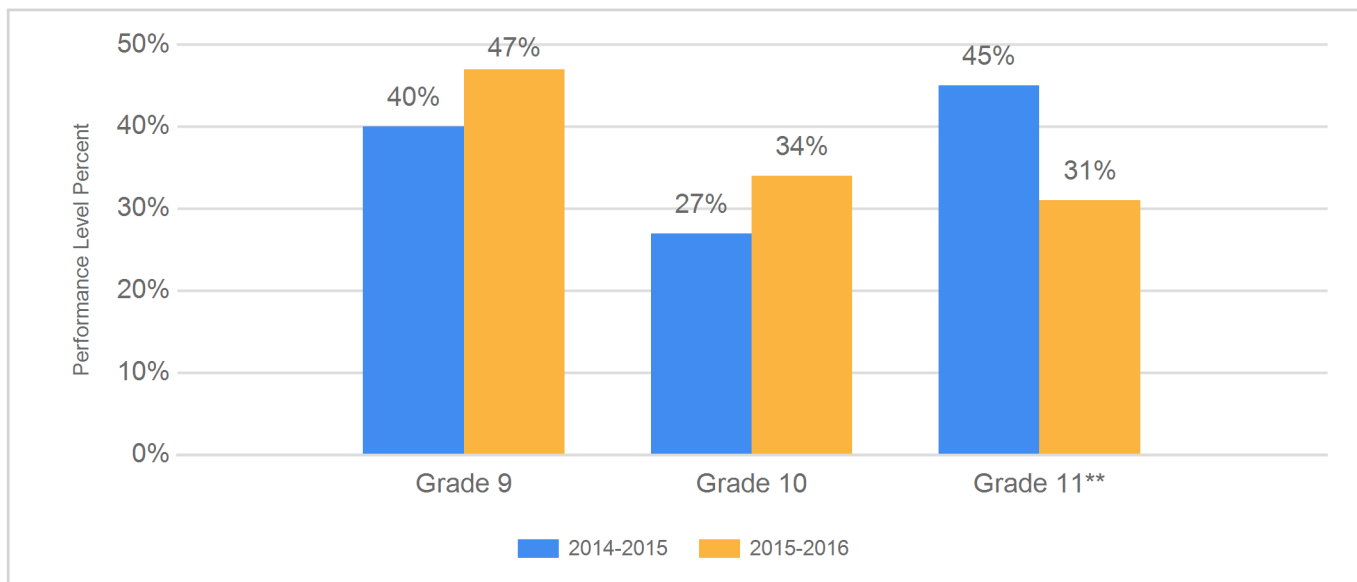
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>89</b>	<b>725</b>	<b>725</b>	<b>727</b>	<b>20%</b>	<b>29%</b>	<b>28%</b>	<b>23%</b>	<b>N</b>	<b>23%</b>	<b>41%</b>
White	38	732	732	734	16%	26%	26%	32%	N	32%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	11	724	724	720	27%	18%	27%	27%	N	27%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	55	720	720	719	24%	33%	26%	18%	N	18%	23%

■ Did Not Yet Meet Expectations    
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 ■ Met Expectations    
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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>93</b>	<b>724</b>	<b>724</b>	<b>730</b>	<b>14%</b>	<b>37%</b>	<b>37%</b>	<b>13%</b>	<b>N</b>	<b>13%</b>	<b>27%</b>
White	49	729	729	736	6%	35%	41%	18%	N	18%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>76</b>	<b>705</b>	<b>705</b>	<b>722</b>	<b>46%</b>	<b>30%</b>	<b>13%</b>	<b>11%</b>	<b>N</b>	<b>11%</b>	<b>27%</b>
White	46	713	713	728	33%	33%	20%	15%	N	15%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



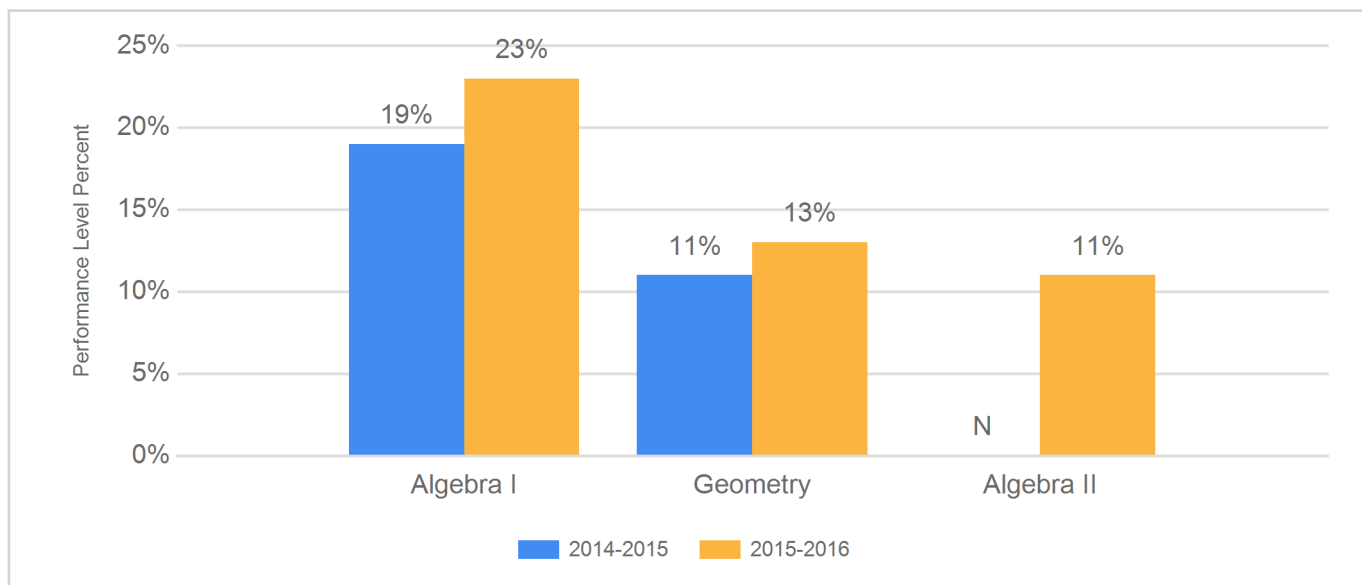
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

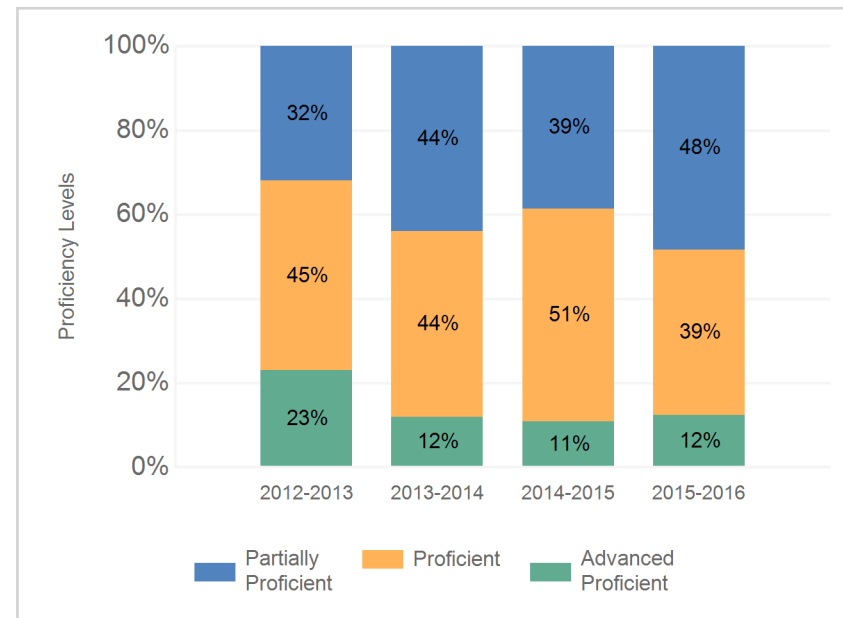
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	39%	48%
White	14%	45%	41%
African American	N	50%	50%
Hispanic	14%	14%	71%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	15%	85%
English Language Learners	N	N	N
Economically Disadvantaged Students	7%	32%	61%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	87.6%	95.5%
Percent of Students Participating in SAT	47.8%	58.0%
Percent of Students Participating in ACT	4.0%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	55%	71%
Math	530	33%	53%
<b>ACT</b>	-	-	-
Reading	22	25%	58%
English	18	75%	74%
Math	22	50%	61%
Science	23	N	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	870	950
<b>SAT</b>	-	-
Reading and Writing	483	537
Math	487	538
<b>ACT</b>	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	955	860	770
<b>SAT</b>	-	-	-
Reading and Writing	540	485	425
Math	540	475	430
<b>ACT</b>	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



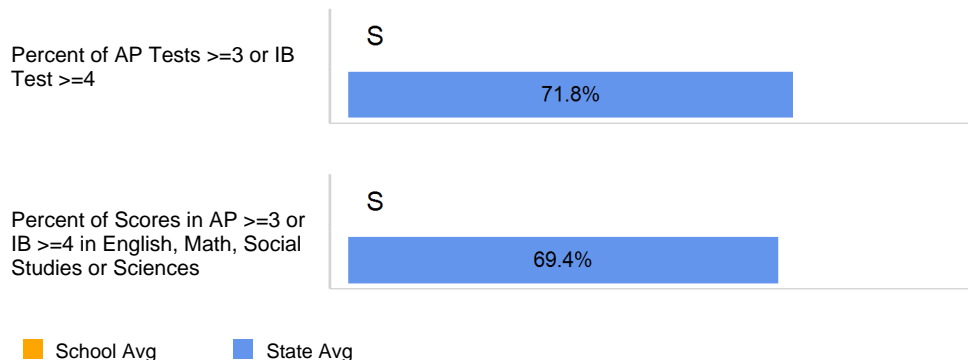
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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	10	8
AP Chemistry	0	1
AP English Language and Composition	17	11
AP English Literature and Composition	0	18
AP U.S. History	42	4
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		6

### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	29.3%	39.1%
One of More Test	19.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	19.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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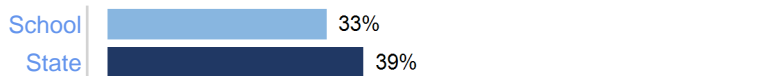
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



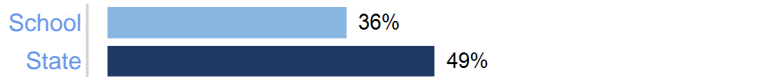
#### DRAMA



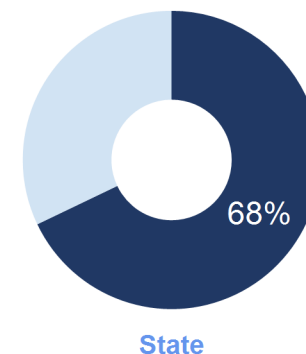
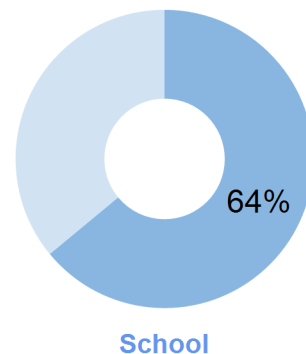
#### DANCE



#### VISUAL ARTS

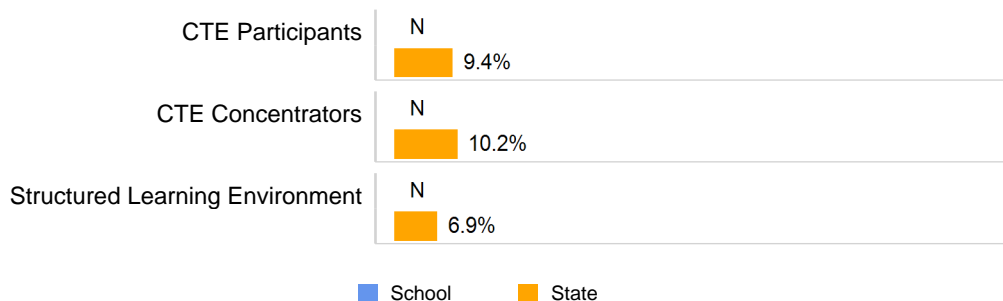


#### Any Visual and Performing Arts



### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



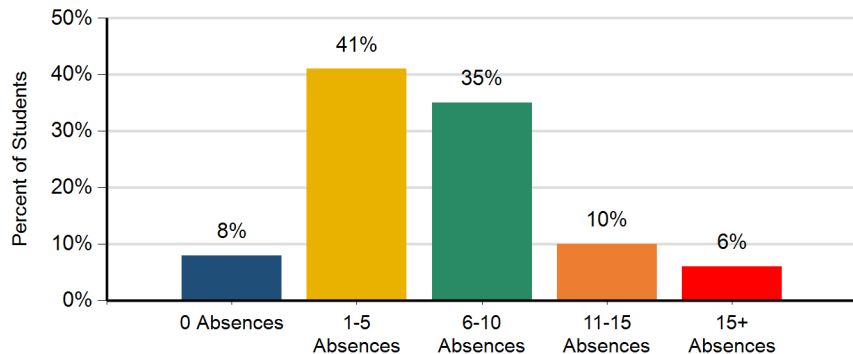
State of New Jersey  
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Grade Span 09-12

15-0860-030  
GLOUCESTER  
CLAYTON BORO  
CLAYTON HIGH SCHOOL  
55 POP KRAMER BLVD  
SUITE A  
CLAYTON, NJ 08312-1700

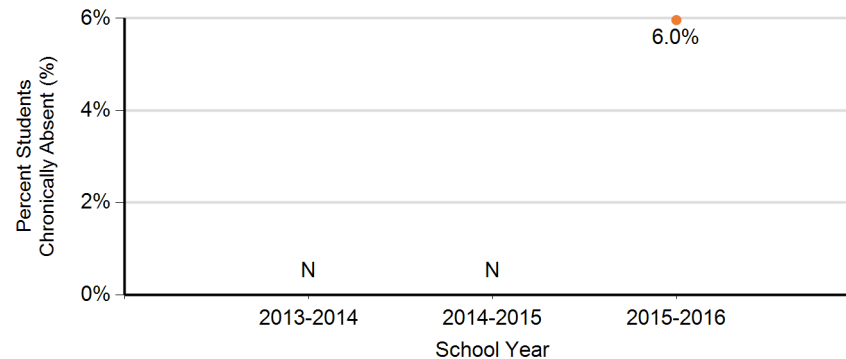
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.4%	48	81%
White	91.2%	26	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	92.3%	72	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.7%	1.2%
White	1.0%	0.6%
African American	N	2.6%
Hispanic	2.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.6%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.5%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	85%	89%
2014	83%	85%
2015	89%	91%
2016	92%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	59.7%	37.0%	63.0%
White	60.0%	37.0%	63.0%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	46.2%	38.9%	61.1%



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### Length of School Day

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

	School
2015-16	6 Hrs. 32 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	6 Hrs. 32 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

	School
2015-16	
Faculty	9:1
Administrator	68:1

### Student Suspension Rate

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

	School
2015-16	9.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	92%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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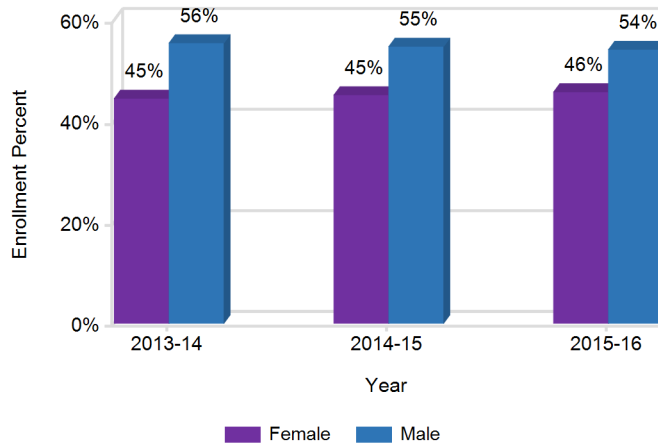
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	102	94	108
Grade 07	100	105	93
Grade 08	111	104	102
UG	8	7	3
<b>Total</b>	<b>321</b>	<b>310</b>	<b>306</b>

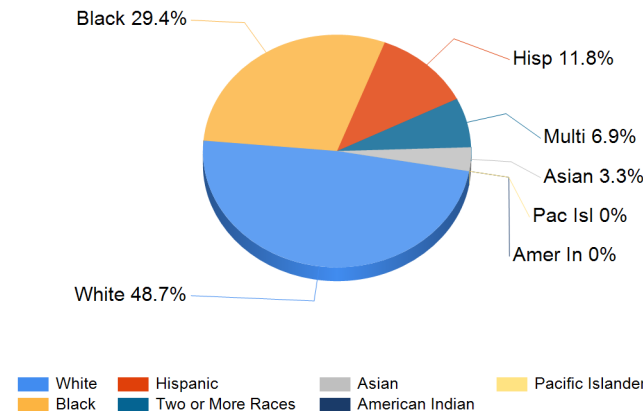
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



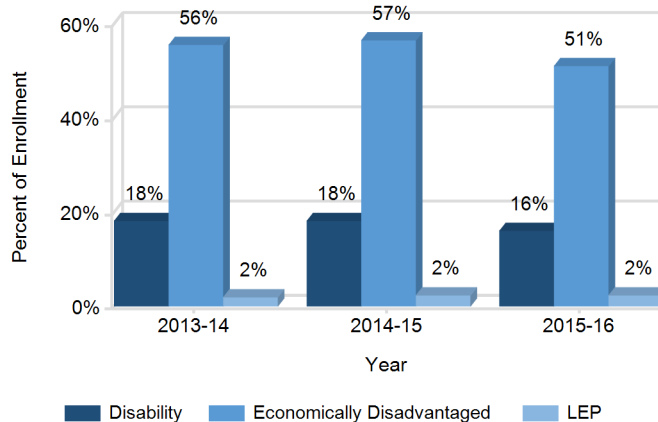
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.8%
Turkish	2.6%
Spanish	2.0%
Chinese	0.7%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

### Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	41%	S	23
Mathematics Met or Exceeded Expectations	35%	S	25

### Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	286	41%	23	100%	✓	284	35%	25	99%	✓
White	144	45%	19	99%	✓	142	35%	17	98%	✓
African American	80	29%	30	100%	✓	80	26%	41	100%	✓
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	45	7%	15	100%	✓	45	7%	16	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	142	29%	28	100%	✓	142	24%	30	100%	✓



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	110	738	738	750	6%	23%	38%	33%	1%	34%	52%
White	57	741	741	756	4%	18%	40%	39%	N	39%	61%
African American	29	732	732	732	7%	35%	38%	21%	N	21%	31%
Hispanic	14	734	734	738	7%	29%	43%	21%	N	21%	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	50	729	729	735	8%	32%	42%	16%	2%	18%	33%
PARCC MATH											
<b>Schoolwide</b>	109	734	734	743	11%	30%	27%	31%	1%	32%	43%
White	56	737	737	750	7%	27%	32%	34%	N	34%	53%
African American	29	729	729	724	14%	45%	17%	21%	3%	24%	20%
Hispanic	14	725	725	730	21%	21%	36%	21%	N	21%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	16	715	715	717	31%	44%	13%	13%	N	13%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	50	723	723	728	22%	32%	26%	20%	N	20%	23%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	93	739	739	753	10%	17%	34%	33%	5%	39%	56%
White	42	746	746	760	7%	7%	38%	41%	7%	48%	65%
African American	32	727	727	733	9%	34%	38%	19%	N	19%	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	730	730	735	15%	25%	34%	25%	2%	26%	37%
PARCC MATH											
<b>Schoolwide</b>	92	736	736	740	10%	22%	35%	32%	2%	34%	39%
White	41	739	739	747	7%	17%	37%	37%	2%	39%	47%
African American	32	729	729	724	16%	28%	38%	16%	3%	19%	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	726	726	727	17%	28%	36%	19%	N	19%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	101	746	746	753	10%	18%	28%	32%	13%	45%	55%
White	50	748	748	759	8%	20%	24%	34%	14%	48%	63%
African American	30	744	744	732	10%	20%	30%	23%	17%	40%	34%
Hispanic	S	S	S	740	S	S	S	S	S	S	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	51	738	738	736	16%	22%	26%	29%	8%	37%	38%
**PARCC MATH											
<b>Schoolwide</b>	63	723	723	726	27%	19%	32%	22%	N	22%	26%
White	28	732	732	732	14%	25%	39%	21%	N	21%	32%
African American	19	710	710	712	42%	16%	32%	11%	N	11%	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	34	718	718	718	32%	18%	32%	18%	N	18%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



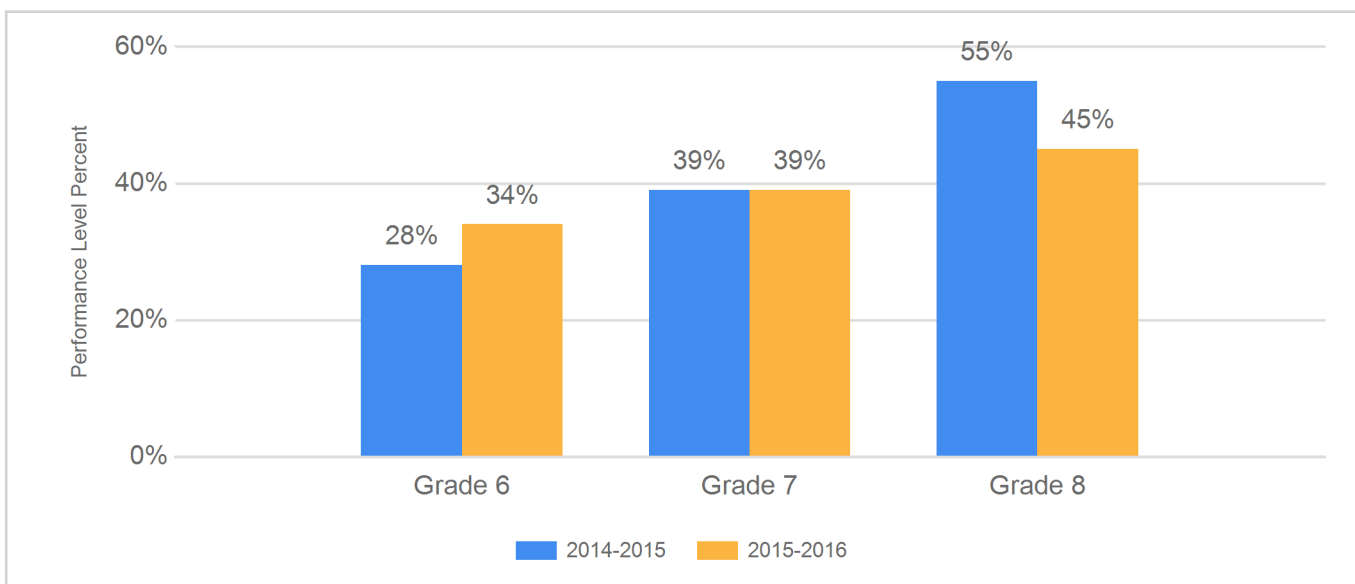
State of New Jersey  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>38</b>	<b>751</b>	<b>751</b>	<b>769</b>	<b>N</b>	<b>8%</b>	<b>42%</b>	<b>50%</b>	<b>N</b>	<b>50%</b>	<b>41%</b>
White	22	749	749	772	N	9%	46%	46%	N	46%	51%
African American	11	750	750	748	N	9%	36%	55%	N	55%	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	17	748	748	746	N	6%	47%	47%	N	47%	23%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



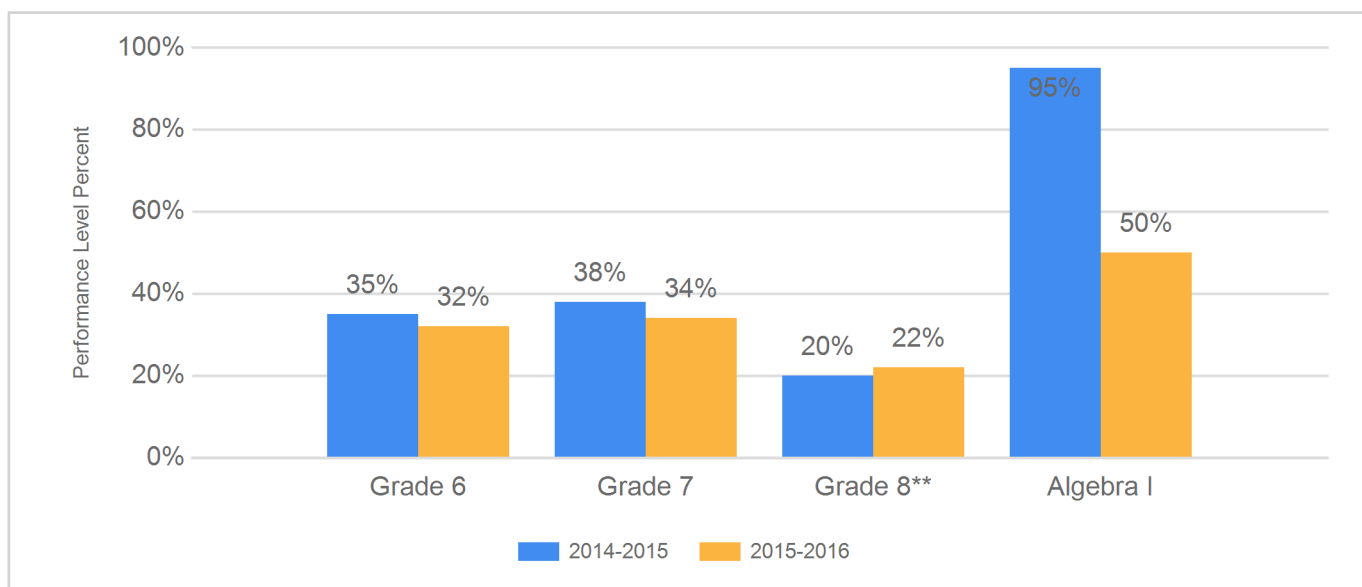
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

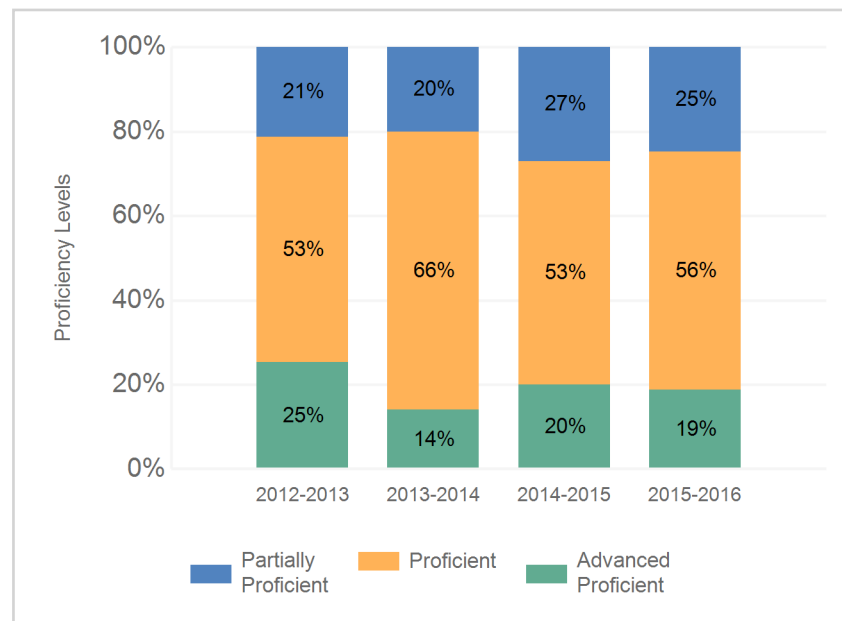
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	19%	56%	25%
White	25%	61%	14%
African American	17%	50%	33%
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	29%	71%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	47%	35%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
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Grade Span 06-08

15-0860-045  
GLOUCESTER  
CLAYTON BORO  
CLAYTON MIDDLE SCHOOL  
85 POP KRAMER BLVD  
SUITE B  
CLAYTON, NJ 08312-1700

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	S	50
Student Growth on Math	45	S	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	7%	7%	4%
Approached (L3)	12%	11%	9%
Met (L4)	8%	12%	15%
Exceeded (L5)	0%	1%	5%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	3%	0%
Partially Met (L2)	12%	6%	3%
Approached (L3)	9%	14%	9%
Met (L4)	7%	11%	14%
Exceeded (L5)	0%	0%	1%



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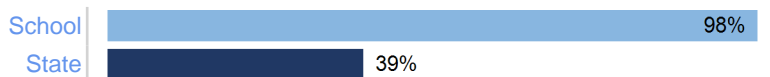
Grade Span 06-08

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GLOUCESTER  
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



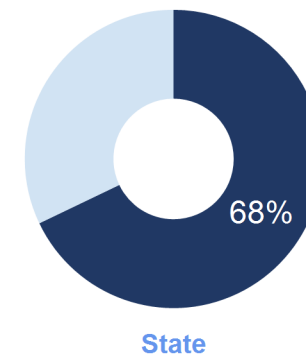
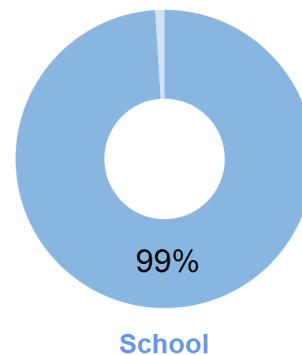
#### DANCE



#### VISUAL ARTS

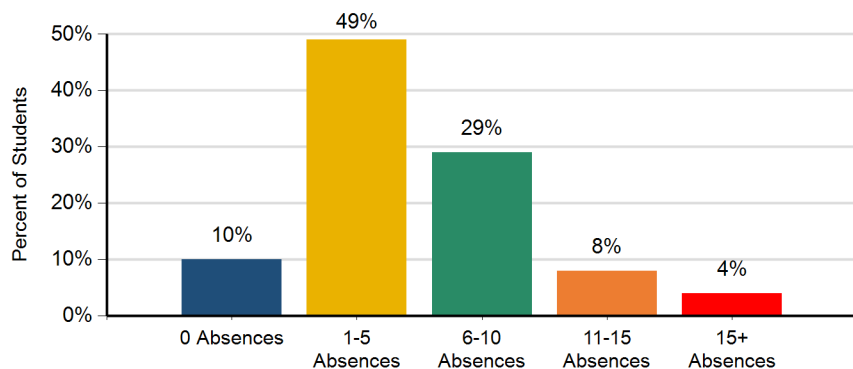


#### Any Visual and Performing Arts



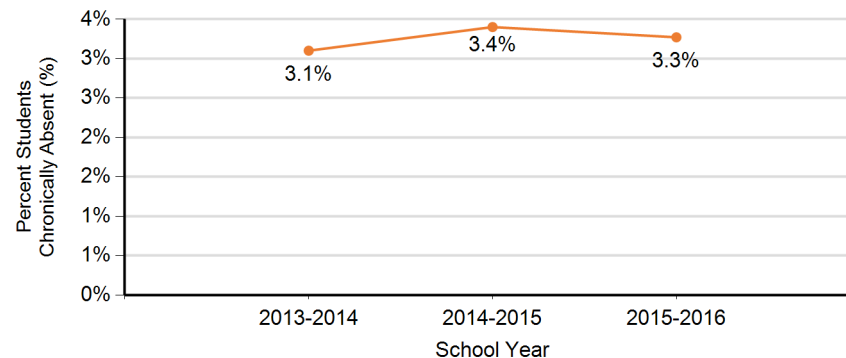
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



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### Length of School Day

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

	School
2015-16	6 Hrs. 32 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 32 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	24:1
Administrator	306:1

### Student Suspension Rate

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

	School
2015-16	16.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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CLAYTON, NJ 08312-1700

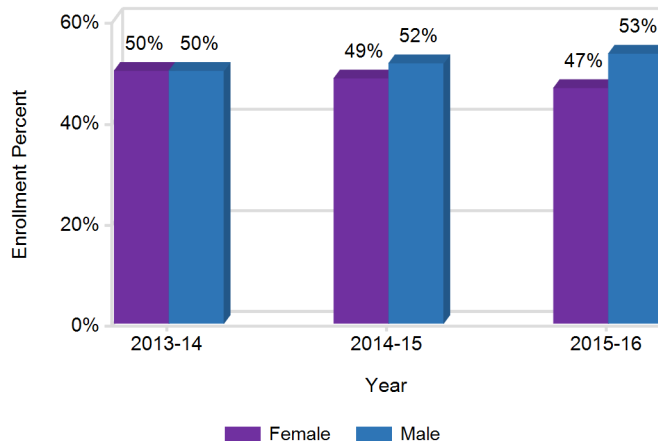
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	92	96	106
Grade KG	111	101	100
Grade 01	101	109	96
Grade 02	119	102	113
Grade 03	108	126	97
Grade 04	109	108	125
Grade 05	95	112	100
UG	3	2	6
<b>Total</b>	<b>738</b>	<b>756</b>	<b>743</b>

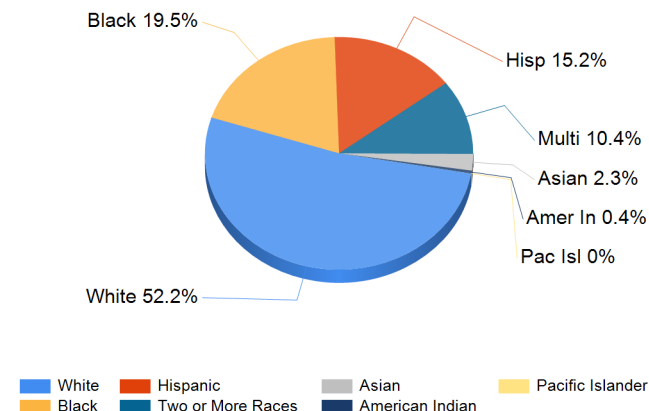
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



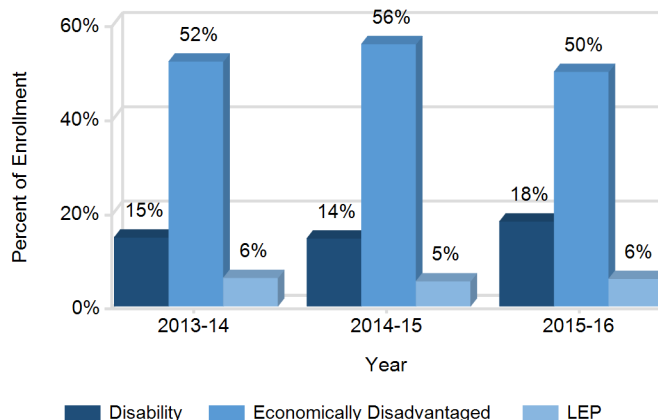
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.6%
Spanish	3.6%
Turkish	1.9%
Vietnamese	0.4%
Urdu	0.3%
Other	1.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	S	41
Mathematics Met or Exceeded Expectations	30%	S	20

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	292	48%	41	99%	✓	291	30%	20	99%	✓
White	157	49%	28	99%	✓	156	35%	14	98%	✓
African American	61	33%	55	97%	✓	61	20%	40	97%	✓
Hispanic	44	50%	58	100%	✓	44	27%	27	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	55	16%	45	97%	✓	54	15%	34	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	150	39%	59	98%	✓	150	23%	33	98%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	96	732	732	746	19%	23%	20%	38%	1%	39%	48%
White	50	736	736	756	18%	24%	14%	42%	2%	44%	58%
African American	24	723	723	727	25%	25%	25%	25%	N	25%	30%
Hispanic	12	731	731	730	17%	33%	8%	42%	N	42%	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	48	722	722	727	27%	25%	19%	29%	N	29%	28%
PARCC MATH											
<b>Schoolwide</b>	96	730	730	749	17%	27%	27%	27%	2%	29%	52%
White	50	733	733	757	18%	20%	30%	28%	4%	32%	63%
African American	24	724	724	730	21%	33%	17%	29%	N	29%	31%
Hispanic	12	729	729	736	8%	42%	33%	17%	N	17%	35%
Asian	S	S	S	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	17	724	724	727	18%	35%	35%	12%	N	12%	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	48	722	722	732	21%	35%	23%	21%	N	21%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	124	747	747	750	5%	18%	29%	47%	2%	48%	54%
White	63	745	745	759	10%	18%	29%	41%	3%	44%	64%
African American	25	750	750	733	N	12%	36%	52%	N	52%	33%
Hispanic	22	744	744	737	N	27%	27%	46%	N	46%	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	11	757	757	756	N	18%	18%	64%	N	64%	62%
Students with Disability	23	724	724	723	17%	44%	22%	9%	9%	17%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	66	741	741	734	6%	23%	29%	42%	N	42%	33%
PARCC MATH											
<b>Schoolwide</b>	124	734	734	745	8%	26%	39%	27%	1%	27%	47%
White	63	734	734	752	10%	29%	30%	30%	2%	32%	57%
African American	25	734	734	727	4%	20%	60%	16%	N	16%	24%
Hispanic	22	731	731	733	14%	18%	46%	23%	N	23%	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	11	738	738	750	N	36%	36%	27%	N	27%	54%
Students with Disability	S	S	S	724	S	S	S	S	S	S	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	66	731	731	730	5%	35%	41%	20%	N	20%	27%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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GLOUCESTER

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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	103	751	751	751	2%	11%	26%	61%	N	61%	53%
White	48	754	754	758	N	8%	29%	63%	N	63%	64%
African American	25	744	744	733	8%	16%	32%	44%	N	44%	32%
Hispanic	15	747	747	738	N	13%	33%	53%	N	53%	37%
Asian	S	S	S	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	11	757	757	759	N	9%	N	91%	N	91%	63%
Students with Disability	18	732	732	723	6%	28%	44%	22%	N	22%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	52	746	746	735	2%	17%	35%	46%	N	46%	33%
PARCC MATH											
<b>Schoolwide</b>	102	741	741	747	3%	16%	49%	30%	2%	32%	47%
White	47	744	744	753	N	11%	53%	34%	2%	36%	57%
African American	25	730	730	728	8%	36%	32%	24%	N	24%	24%
Hispanic	15	739	739	735	7%	7%	53%	33%	N	33%	31%
Asian	S	S	S	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	11	747	747	754	N	9%	55%	27%	9%	36%	56%
Students with Disability	17	722	722	725	12%	41%	35%	12%	N	12%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	52	737	737	732	6%	19%	44%	31%	N	31%	28%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



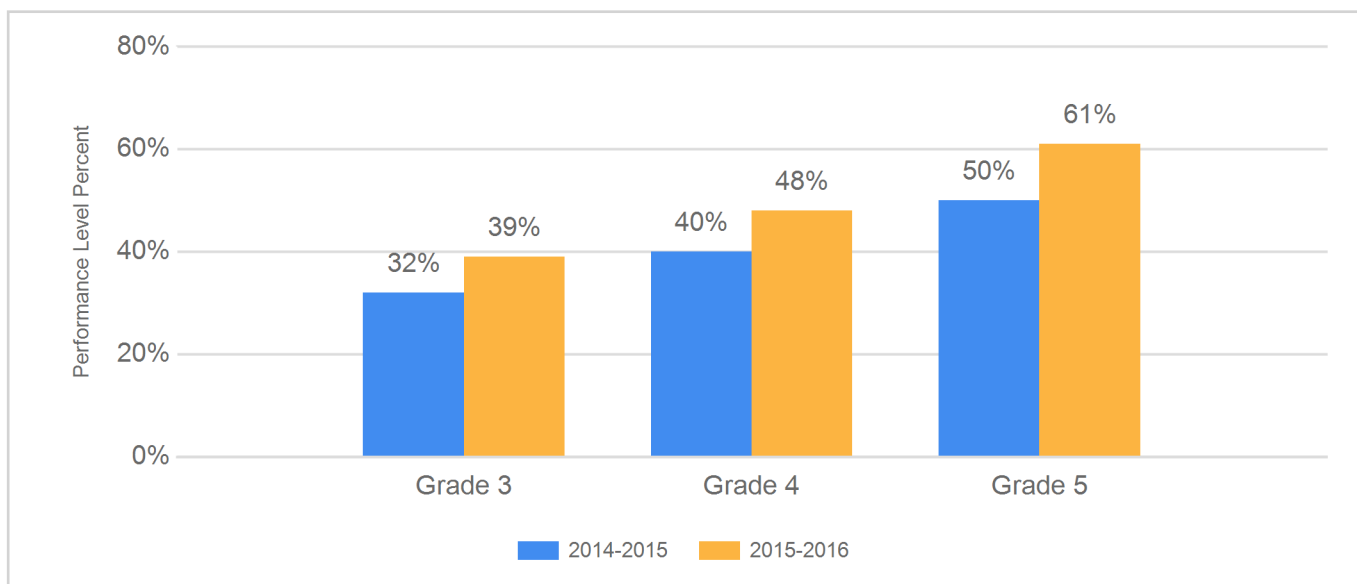
State of New Jersey  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



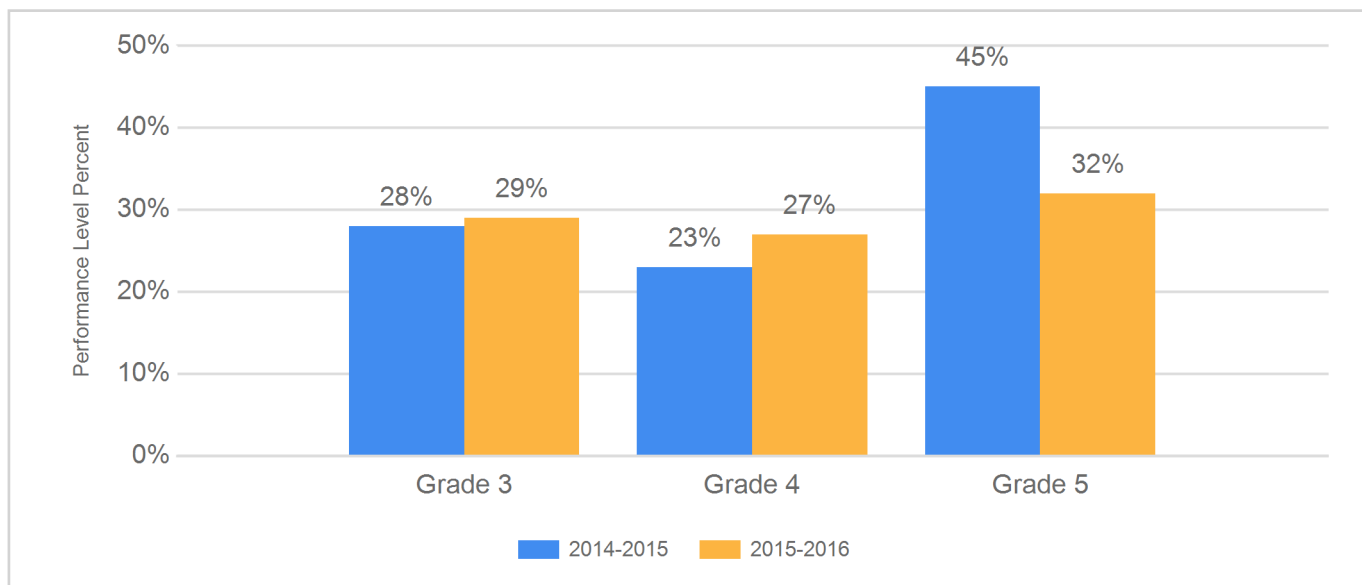
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

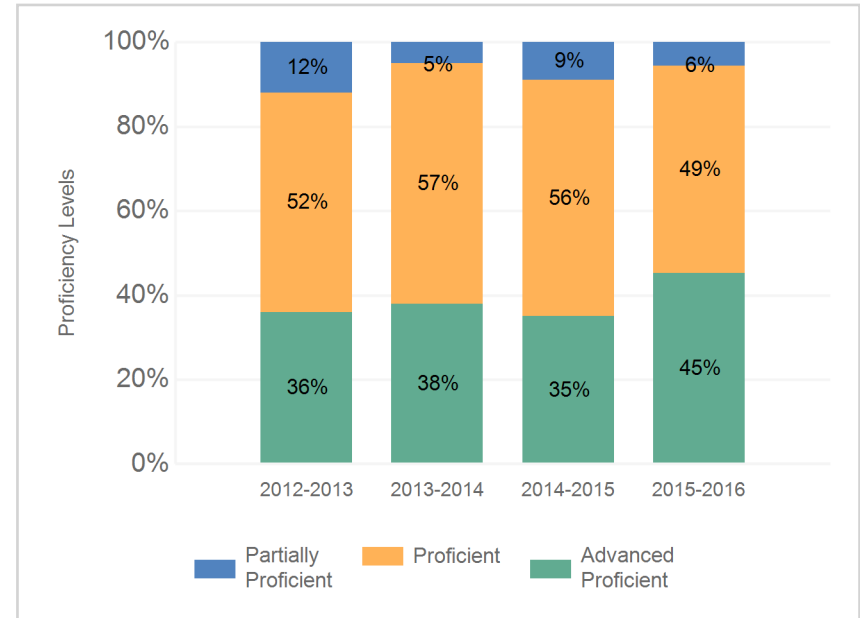
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	45%	49%	6%
White	50%	44%	6%
African American	37%	60%	3%
Hispanic	35%	60%	5%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	40%	40%	20%
English Language Learners	S	S	S
Economically Disadvantaged Students	38%	55%	8%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 3H-05

15-0860-040  
GLOUCESTER  
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CLAYTON, NJ 08312-1700

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	68	S	50
Student Growth on Math	59	S	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	3%	7%	4%
Approached (L3)	8%	8%	12%
Met (L4)	6%	13%	34%
Exceeded (L5)	0%	0%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	0%	0%
Partially Met (L2)	8%	9%	5%
Approached (L3)	11%	16%	16%
Met (L4)	3%	9%	15%
Exceeded (L5)	0%	0%	1%



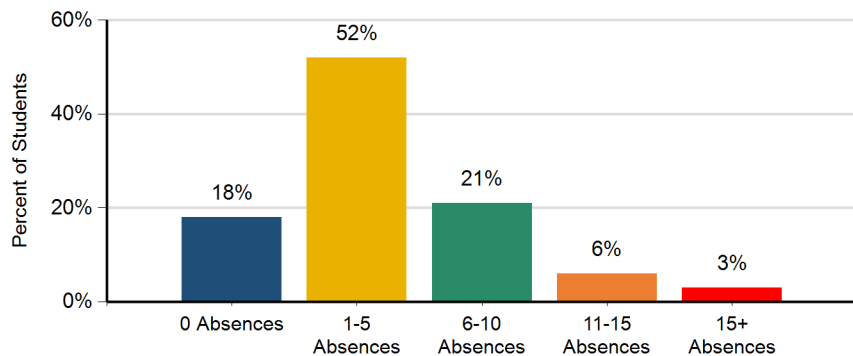
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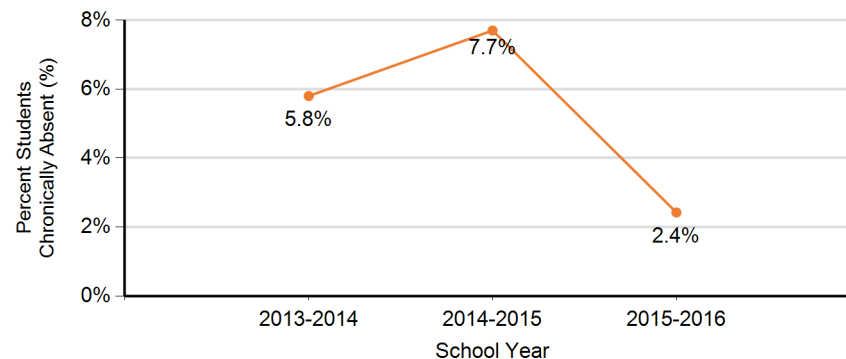
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

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



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### Length of School Day

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

	School
2015-16	5 Hrs. 40 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	149:1

### Student Suspension Rate

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

	School
2015-16	2.2%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%