




CLAYTON HIGH SCHOOL
2016-2017
Grade Span 09-12

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

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	110	102	112
10	85	108	110
11	99	84	104
12	76	100	81
Ungraded	11	9	8
Total	381	403	415

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	46%
Male	54%	52%	55%
Economically Disadvantaged Students	56%	50%	47%
Students with Disabilities	18%	18%	17%
English Learners	1%	1%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	50.4%
Black or African American	28.7%
Hispanic	10.8%
Asian	3.1%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.3%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	415
Shared Time Students	0
Full Time Equivalent	415

Enrollment by Home Language

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

Home Language	% of Students
English	94.5%
Turkish	2.4%
Spanish	1.4%
Other	1.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	204	94.0	35.30	40.80	54.90	35.1	43.4	Not Met
White	97	96.1	37.10	43.50	63.90	37.1	51.5	Not Met
Hispanic	24	92.3	29.20	41.30	39.80	29.2	25.6	Met Target
Black or African American	61	92.4	24.60	27.90	35.20	23.9	32.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	13	86.7	53.90	47.10	54.90	49	**	**
Female	95	93.1	49.40	48.80	62.20	48.5		
Male	109	94.8	22.90	33.30	48.10	22.9		
Economically Disadvantaged Students	87	89.8	32.10	33.00	36.20	30.7	35.9	Met Target†
Non-Economically Disadvantaged Students	117	97.5	37.60	47.40	65.80	37.6		
Students with Disabilities	36	92.5	*	*	20.50	*	11.1	Met Target†
Students without Disabilities	168	94.4	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	738	738	749	*	23%	31%	35%	*	37%	52%
White	49	739	739	757	*	25%	31%	37%	*	37%	62%
Hispanic	15	729	729	733	*	*	*	*	0%	20%	35%
Black or African American	27	735	735	730	*	*	*	*	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	44	749	749	756	*	*	25%	50%	*	55%	60%
Male	60	730	730	741	*	*	35%	23%	*	23%	43%
Economically Disadvantaged Students	44	732	732	731	*	25%	27%	32%	*	34%	32%
Non-Economically Disadvantaged Students	60	742	742	758	*	22%	33%	37%	*	38%	62%
Students with Disabilities	18	711	711	714	*	*	*	*	*	11%	13%
Students without Disabilities	86	744	744	754	*	*	*	*	*	42%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	733	733	743	*	24%	*	25%	*	33%	46%
White	48	738	738	749	23%	23%	*	23%	*	38%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	34	723	723	725	*	38%	*	*	*	18%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	50	744	744	752	*	24%	*	*	*	44%	54%
Male	49	721	721	734	*	25%	*	*	*	22%	39%
Economically Disadvantaged Students	42	726	726	726	*	29%	*	26%	*	29%	32%
Non-Economically Disadvantaged Students	57	737	737	751	*	21%	*	25%	*	37%	54%
Students with Disabilities	17	691	691	704	*	*	*	*	*	*	12%
Students without Disabilities	82	741	741	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	731	731	736	22%	23%	*	28%	*	38%	38%
White	50	735	735	738	*	*	*	28%	*	40%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	10	721	721	728	*	*	*	*	0%	30%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	43	745	745	744	*	*	*	*	*	49%	46%
Male	36	715	715	729	*	*	*	*	*	25%	31%
Economically Disadvantaged Students	36	718	718	729	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	43	743	743	740	*	*	*	*	*	47%	42%
Students with Disabilities	13	715	715	709	*	*	*	*	*	15%	12%
Students without Disabilities	66	735	735	741	*	*	*	*	*	42%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

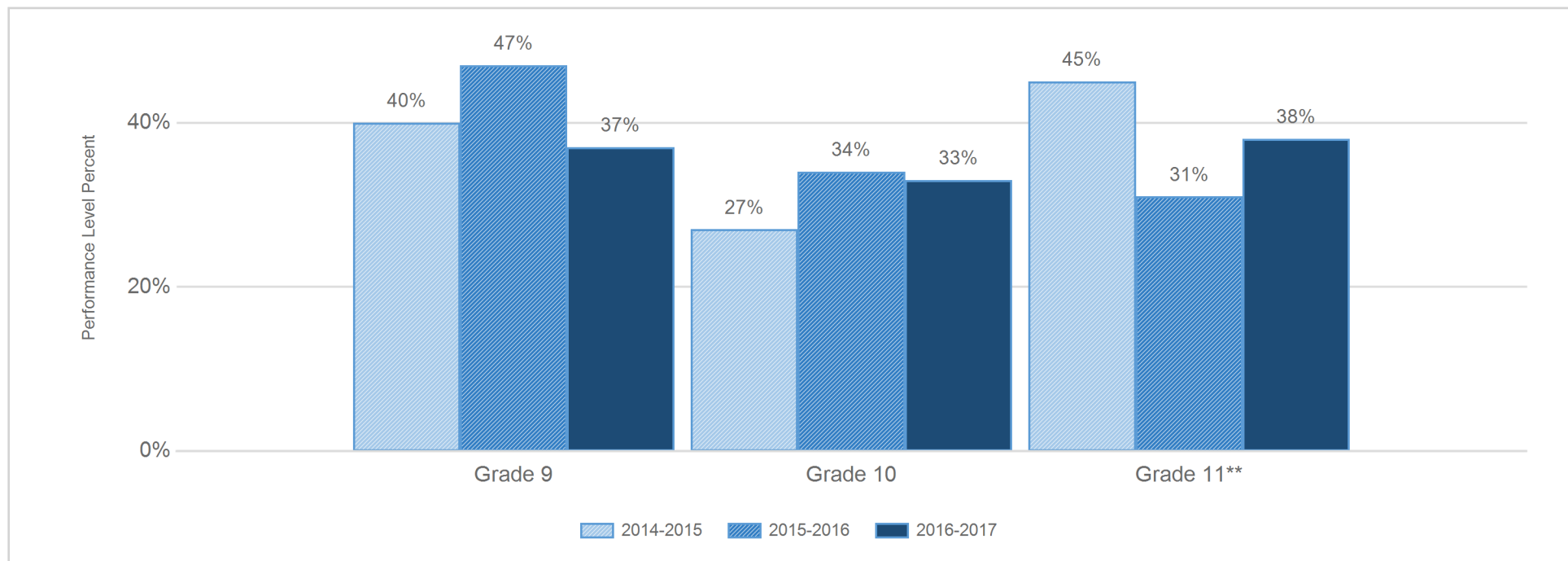


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English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	208	94.6	19.70	27.10	43.50	19.6	23.6	Met Target†
White	98	96.1	25.50	30.30	52.40	25.5	30	Met Target†
Hispanic	24	96.2	*	*	27.60	*	16.9	Met Target†
Black or African American	63	92.6	*	*	21.70	*	14.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	14	87.5	28.60	33.40	44.90	26.3	**	**
Female	96	93.2	19.80	27.50	44.10	19.4		
Male	112	95.8	19.60	26.70	42.90	19.6		
Economically Disadvantaged Students	90	90.2	15.60	18.70	25.10	14.7	18.4	Met Target†
Non-Economically Disadvantaged Students	118	98.3	22.90	34.30	54.30	22.9		
Students with Disabilities	37	95.1	10.80	*	16.50	10.8	N	N
Students without Disabilities	171	94.5	21.60	*	48.80	21.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	723	728	743	17%	39%	29%	15%	0%	15%	42%
White	38	727	*	751	*	37%	*	26%	0%	26%	52%
Hispanic	15	725	*	728	*	*	*	*	*	*	24%
Black or African American	24	713	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	35	722	*	744	*	*	*	*	*	*	43%
Male	52	724	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	43	717	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	44	730	*	751	*	*	*	*	*	*	52%
Students with Disabilities	20	712	712	714	*	55%	*	*	*	10%	10%
Students without Disabilities	67	726	732	747	*	34%	*	*	*	16%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	725	725	734	10%	40%	37%	14%	0%	14%	30%
White	57	728	728	740	*	32%	47%	*	0%	14%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	36	722	722	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	55	726	726	735	*	44%	35%	*	0%	15%	31%
Male	61	724	724	733	*	36%	39%	*	0%	13%	30%
Economically Disadvantaged Students	55	720	720	721	*	42%	31%	*	0%	13%	13%
Non-Economically Disadvantaged Students	61	729	729	740	*	38%	43%	*	0%	15%	39%
Students with Disabilities	24	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	92	730	730	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	116	725	725	735	10%	40%	37%	14%	0%	14%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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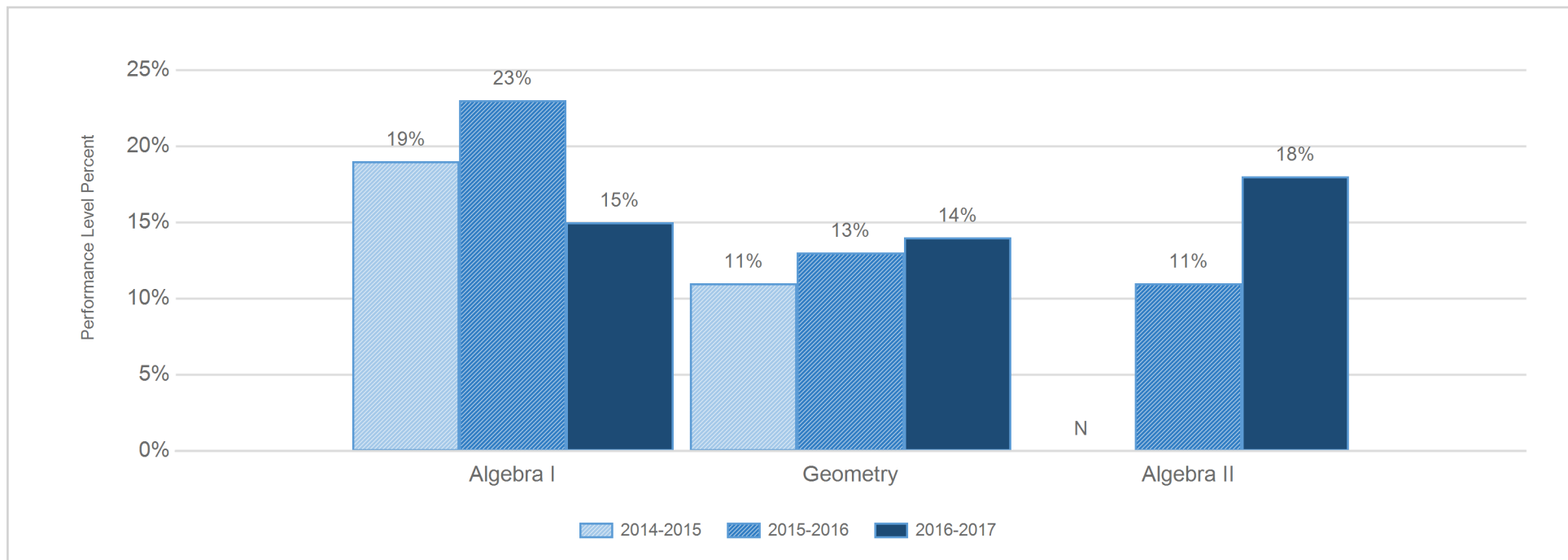
Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	712	712	725	46%	19%	18%	18%	0%	18%	28%
White	41	713	713	731	49%	*	*	*	0%	20%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	12	714	714	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	37	711	711	725	51%	*	*	*	0%	22%	27%
Male	31	713	713	725	39%	*	*	*	0%	13%	29%
Economically Disadvantaged Students	24	702	702	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	44	717	717	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

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



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

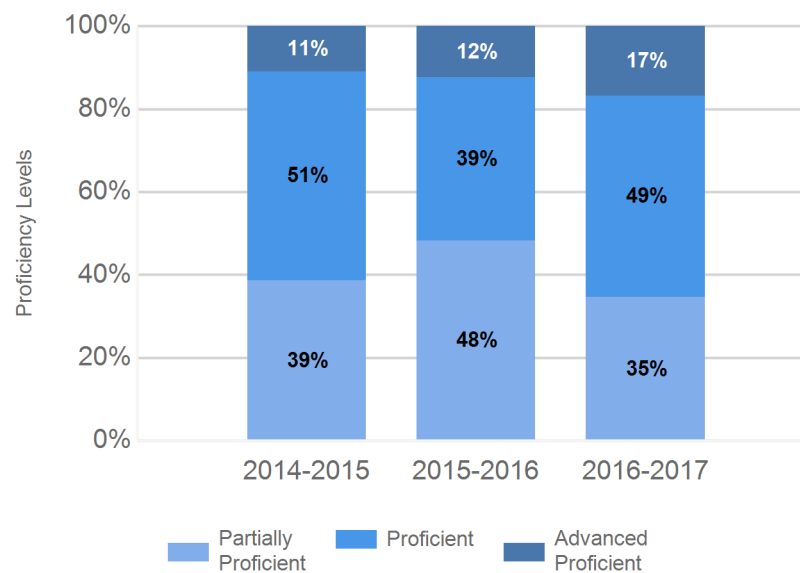
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	17%	49%	35%
White	25%	46%	29%
Hispanic	N	*	*
Black or African American	*	49%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	12%	44%	44%
Students with Disabilities	N	27%	73%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.2%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	447	481	Varies By Grade	49%	67%
PSAT - Math	442	483	Varies By Grade	29%	49%
SAT - Reading and Writing	487	551	480	57%	77%
SAT - Math	492	552	530	34%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



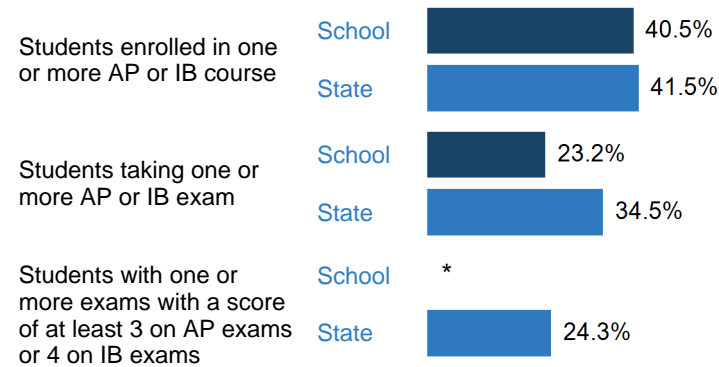
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



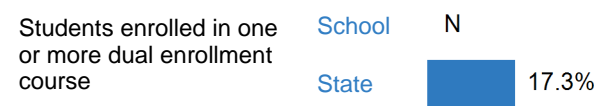
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	7
AP English Language and Composition	32	23
AP English Literature and Composition	0	16
AP Psychology	1	0
AP U.S. History	64	8
Total Exams Taken		54
Exams with scores of at least 3 on AP exams or 4 on IB exams		10

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)

School0.0%

State7.6%

CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School0.0%

State11.0%

Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster

Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School0.0%

State2.5%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	75	32	0	0	0	0	3
10	9	77	23	0	0	0	5
11	1	19	60	23	1	0	7
12	0	5	14	1	6	0	3
Schoolwide	85	133	97	24	7	0	18
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	15	0	0	91	0	3
10	86	8	0	12	1	5
11	14	55	0	1	31	7
12	6	4	0	0	23	2
Schoolwide	121	67	0	104	55	17
Enrolled in AP/IB Course	8	0		0	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	1	0	0	0	108
10	0	104	0	0	0	8
11	0	97	0	0	0	9
12	0	13	0	0	0	6
Schoolwide	0	215	0	0	0	131
Enrolled in AP/IB Course	0	64	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	75	21	0	0	0	0	8
10	83	10	0	0	0	0	5
11	63	11	0	0	0	0	1
12	17	0	0	0	0	0	1
Schoolwide	238	42	0	0	0	0	15
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	60	9	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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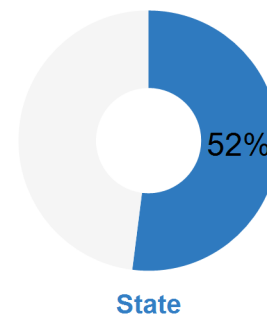
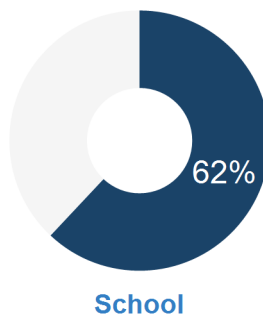
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Visual and Performing Arts – Course Participation

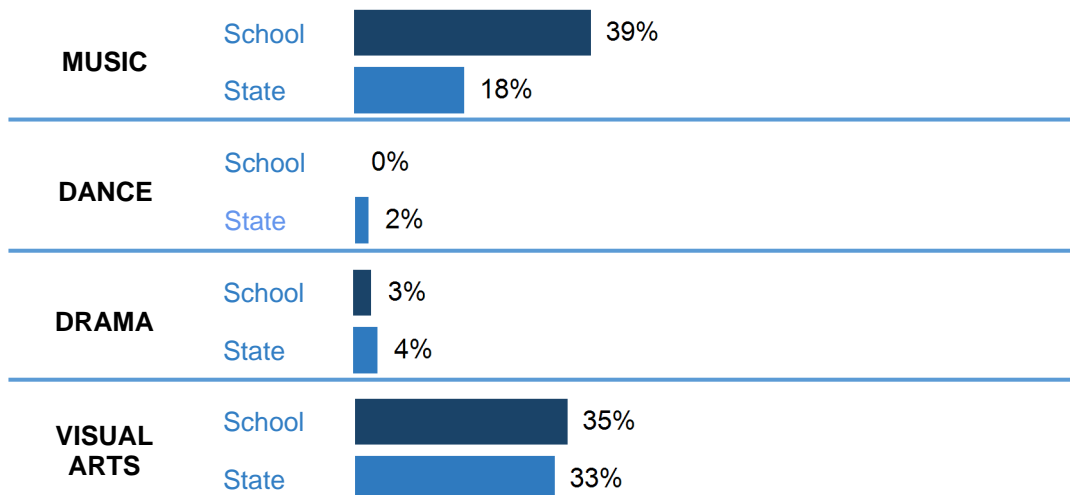
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	90.0%	90.5%	93.3%	91.8%	92.4%	88.9%	Met Target	91.0%	85.6%	Met Target
White	92.9%	94.5%	93.0%	95.1%	91.2%	95.0%	Not Met	97.9%	N	Met Goal
Hispanic	*	84.3%	90.9%	86.3%	90.9%	**	**	91.7%	**	**
Black or African American	88.6%	83.4%	96.4%	85.3%	96.4%	N	Met Goal	80.8%	87.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	87.8%	83.9%	94.1%	85.6%	92.3%	87.1%	Met Target	89.4%	79.5%	Met Target
Students with Disabilities	77.8%	78.8%	84.0%	82.1%	87.5%	N	N	87.5%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	90.0%	-
2016	92.4%	93.3%
2015	88.6%	91.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.6%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	47.5%	26.3%	73.7%
White	37.5%	33.3%	66.7%
Hispanic	*	0%	*
Black or African American	64.3%	27.8%	72.2%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	0%	0%	0%
Two or More Races	*	0%	*
Economically Disadvantaged Students	44.4%	18.8%	81.3%
Students with Disabilities	50%	66.7%	33.3%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	53.1%	49%	51%	70.6%	29.4%	72.6%	27.5%
White	54.9%	50%	50%	67.9%	32.1%	71.4%	28.6%
Hispanic	63.6%	57.1%	42.9%	100%	0%	100%	0%
Black or African American	44.4%	50%	50%	58.3%	41.7%	58.3%	41.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	53.5%	47.8%	52.2%	78.3%	21.7%	82.6%	17.4%
Students with Disabilities	14.3%	66.7%	33.3%	66.7%	33.3%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

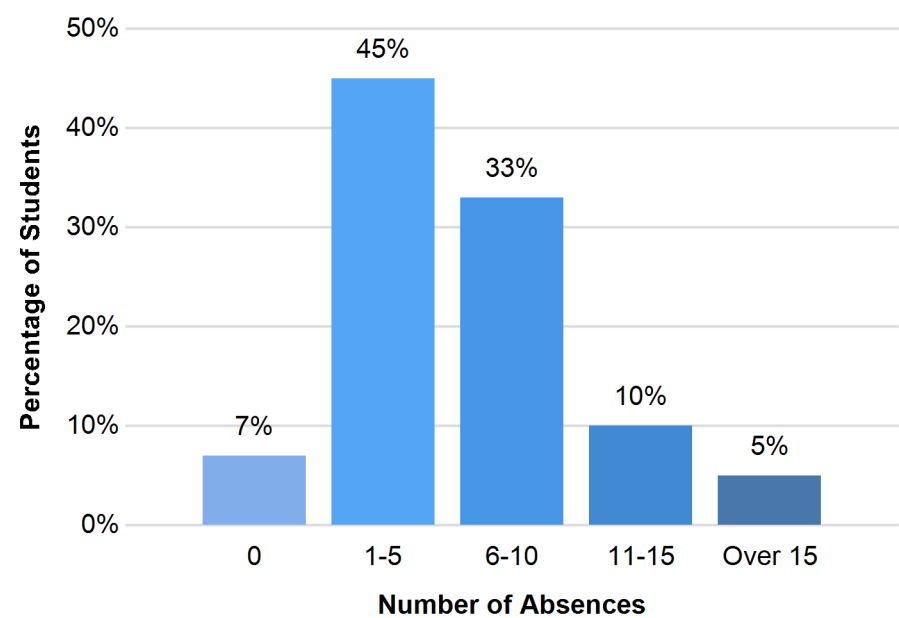
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.80	14.30	Met Target
White	2.40	14.30	Met Target
Hispanic	2.20	14.30	Met Target
Black or African American	5.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	11.10	14.30	Met Target
Economically Disadvantaged Students	6.60	14.30	Met Target
Students with Disabilities	9.50	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



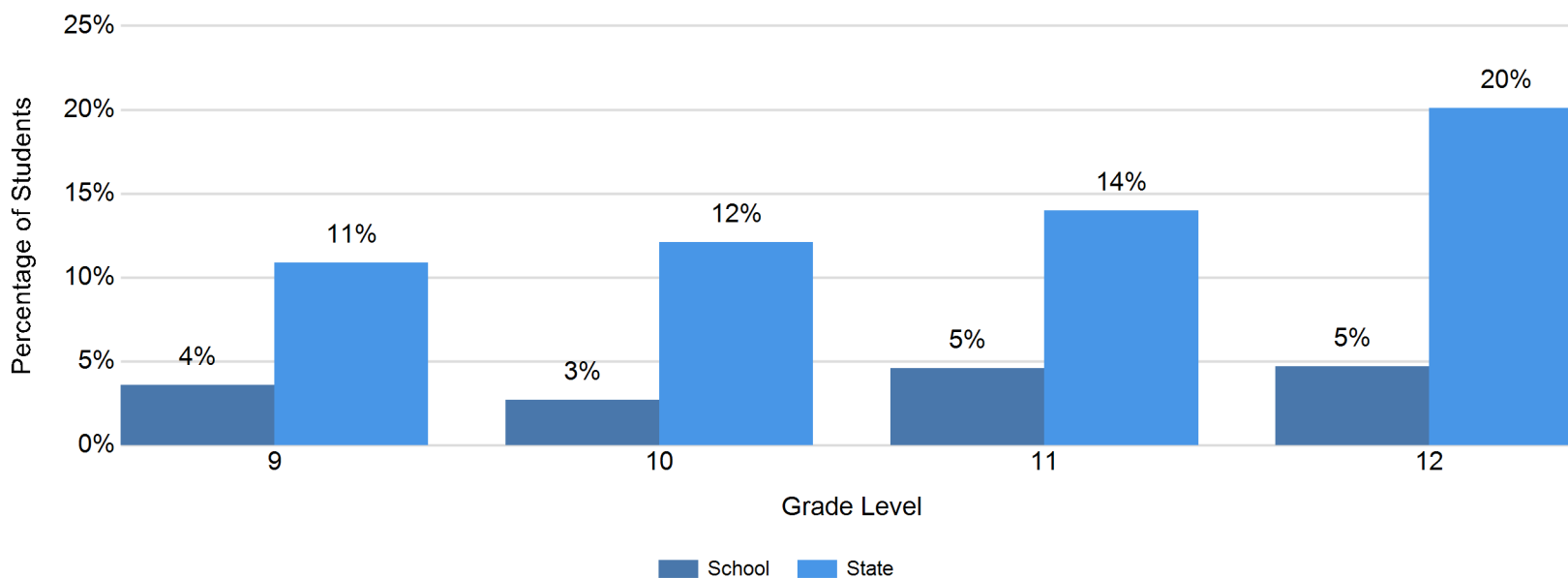


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	3.13

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	N
Out-of-School Suspensions	N
Any Suspension	N

Student Expulsions

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

Category	Number of Students
Expulsions	N



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	345.3 kbps	100 kbps	Yes	Other	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,087	\$11,553	\$12,640



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	42	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	6.3	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	56%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	13:1
Administrators	83:1	161:1
Librarian/Media Specialists		1448:1
Nurses		483:1
Counselors		362:1
Child Study Team		483:1



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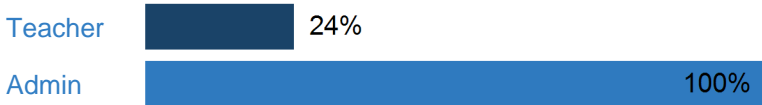
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	69%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	N



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	25.8	17.5%
Mathematics Proficiency	33.8	17.5%
Graduation - 4-Year	51.5	25.0%
Graduation - 5-Year	32.2	25.0%
Chronic Absenteeism	89.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.7
Summative Rating: Percentile rank of Summative Score		43.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	44.7	6.2	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
White	44.7	6.2	No	Not Met	Met Target†	Met Target	Not Met	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	53.0	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	63.3	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	64.6	6.2	No	Met Target†	N	Met Target	N	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Sottosanti	Email Address:	jsottosanti@claytonps.org
Address:	55 POP KRAMER BLVD SUITE A CLAYTON, NJ 08312-1700	Website:	claytonps.org/schools/clayton-high-school/
Phone:	(856)881-8701	Facebook:	https://www.facebook.com/ClaytonPSNJ/
		Twitter:	https://twitter.com/@clippercountr

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:	<ul style="list-style-type: none"> • Academics • Athletics • Arts
 Mission, Vision, Theme:	We believe that our mission is to collaborate with parents and the community, to provide a safe, caring, and engaging learning environment where all students achieve the New Jersey Student Learning Standards along with the knowledge, skills, and experiences to succeed in a global society.
 Awards, Recognition, Accomplishments:	We are proud to say that our significant progress has recently attracted local and national attention. In 2015, the College Board's Gaston Caperton Opportunity Honor Roll recognized Clayton for creating opportunities for traditionally underrepresented students. We were also recognized in 2014 by the NJEA Frederick L Hipp, foundation for Excellence in Education and as one of Newsweek's America's Top High Schools






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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.

 Courses, Curriculum, Instruction:	<p>A variety of academic and general courses are offered in math, language arts, science, social studies and world languages, we are also proud to offer our students AP courses for college credit. The High School faculty is supported by over 21 support staff that assist teachers in serving the students. The High School offer “smart” classrooms, with interactive technology, including Smart Boards and document cameras. Our students have use of iPads and computers within their classrooms.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>2015-16 Sports Highlights – Wrestling team wins TCC Division, Girls Basketball set school record with 21 wins, Football team wins 2 home playoff games and makes it to SJ Group 1 final, Boys track wins TCC Division. 2016-17 Sports Highlights – Girls 4x100 relay State Group 1 Champion, Boys 4x400 Relay set school record, 1st Region 8 Heavyweight wrestling champion in school history, Boys track back to back TCC Division Champs, Boys Basketball TCC Division champions first time in 20 years</p>
 Clubs and Activities:	<p>Art Club, Book Club, Gifted & Talented, Marching Band, Cheerleaders, Drama Club, Musical Producer , Musical Business Director ,National Honor Society, Newspaper, Renaissance Club,S.A.D.D. , Stage Lighting/Sound , Student Council, World Languages Club Yearbook, Robotics , Environmental Club , Video Club</p>








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School Narrative

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 Staff and Professional Learning:	<p>Content area specific professional development, Behavior and classroom management, Instructional technology, Professional development experiences based on the individual staff member's professional development plan., Differentiated instructional practices, Strategies to support diverse learners, State mandated professional development. Each staff member participates in a professional learning community with their grade level and/or department.</p>
 Postsecondary Information:	<p>In 2017, we had accepted to college 73% of our graduates accepted into a 4 or 2 year college. 21% of our recent graduates are also involved in military, career, or Tech/Trade Schools. A college planning and financial aid workshops are available all parents. We offer support students taking college entrance exams like the SAT sign up sessions Colleges and universities that students from your school have attended include: Cornell, Rutgers, Penn State, Stockton, East Stroudsburg, Widener</p>
 Student Supports and Services:	<p>Our Child Study Team, Guidance Department, Special Education Department and Student Assistance Counselor provide friendly assistance to students and parents in addressing special learning needs and at risk behaviors. Clayton Place, our school-based student services program, provides a variety of counseling services and tutoring for our students.</p>
 Student Health and Wellness:	<p>We provide students with nutritious meals and snacks. During our breakfast, lunch, and after school snack programs, we follow USDA guidelines to ensure our students are being fueled properly. We have been a recipient of a grant provided by the AASA. Students participate in their daily physical education classes throughout the school year. These classes provides opportunities to stay fit with a variety of creative activities in which our physical education department develops in lesson plans.</p>
 Parent and Community Involvement:	<p>Clayton offers a variety of parental community support services. Principal Advisory Board meetings are held for parents to stay informed with school events. A strategic planning initiative that engages community members in the future planning of our school system. This collaborative planning process will result in a three-year plan. Annual Back to school nights are held as well as Parent/Teacher conferences.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>A brand new state of the art Performing Arts Center was constructed last year. There are color changing LED lighting fixtures that will allow a wide variety of looks to be created on our forty-foot by twenty eight-foot proscenium stage. Recently, we have added stadium lights and a sound system at the football field along with handicap accessibility. Our gymnasium, includes new flooring, bleachers, sound system and lockers.</p>
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School Narrative

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Other Information:

Clayton has strong academics across the curriculum and is full of tradition and spirit with students who work hard, are proud of their school and successfully move on to pursue a college degree. Students and teachers have access to the most recent technological tools to assist in teaching and learning. We are proud to say that our significant progress has recently attracted local and national attention, expanding access to higher education by providing students with rigorous academic offerings and innovative college-preparation programs; and demonstrating significant and consistent growth in the number of traditionally underrepresented students and low-income students taking college-level courses, and applying to four or more colleges. Our students also have a wide variety of activities, clubs, and sports to become involved in, including our very successful JROTC program. Additionally, we offer on-line courses so that our students are given access to an abundance of opportunities and areas of study. All of this leads to a great environment for success for the students of the Clayton Public School District. Staff members serve on various committees which address the needs of the students. Some committees are the scheduling committee, summer assignments committee and others. Our teachers, staff and administrators consistently partake in professional learning throughout the year. We believe that our mission is to collaborate with parents and the community, to provide a safe, caring, and engaging learning environment where all students achieve with the knowledge, skills, and experiences to succeed in a global society.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	94	108	99
7	105	93	110
8	104	102	90
Ungraded	7	3	2
Total	310	306	301

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	46%	51%
Male	55%	54%	49%
Economically Disadvantaged Students	57%	51%	50%
Students with Disabilities	18%	16%	14%
English Learners	2%	2%	1%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	46.5%
Black or African American	29.6%
Hispanic	13.0%
Asian	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.0%

Enrollment by Home Language

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

Home Language	% of Students
English	95.0%
Turkish	2.0%
Spanish	2.0%
Other	0.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	290	99.0	36.90	40.80	54.90	36.9	42.6	Not Met
White	141	100.0	39.70	43.50	63.90	39.7	46.8	Not Met
Hispanic	36	100.0	33.40	41.30	39.80	33.4	28.4	Met Target
Black or African American	80	96.7	23.80	27.90	35.20	23.8	31.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	24	100.0	50.00	47.10	54.90	50	N	N
Female	146	99.3	45.90	48.80	62.20	45.9		
Male	144	98.7	27.80	33.30	48.10	27.8		
Economically Disadvantaged Students	135	98.0	29.70	33.00	36.20	29.7	31.5	Met Target†
Non-Economically Disadvantaged Students	155	100.0	43.20	47.40	65.80	43.2		
Students with Disabilities	45	100.0	15.50	*	20.50	15.5	10.4	Met Target
Students without Disabilities	245	98.8	40.80	*	61.90	40.8		
English Learners	10	100.0	50.00	*	25.20	50	**	**
Non-English Learners	280	99.0	36.50	*	57.40	36.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	733	733	752	*	25%	35%	28%	*	29%	54%
White	42	738	738	758	*	24%	38%	31%	*	33%	63%
Hispanic	12	734	734	740	*	*	*	*	0%	17%	38%
Black or African American	28	721	721	736	*	39%	*	*	0%	18%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	12	733	733	753	*	*	*	*	0%	33%	56%
Female	55	739	739	758	*	24%	35%	*	*	35%	61%
Male	43	726	726	746	*	26%	35%	*	*	21%	46%
Economically Disadvantaged Students	46	728	728	737	*	26%	28%	26%	*	26%	34%
Non-Economically Disadvantaged Students	52	738	738	761	*	23%	40%	29%	*	31%	65%
Students with Disabilities	17	716	716	722	*	*	*	*	*	12%	17%
Students without Disabilities	81	737	737	758	*	*	*	*	*	32%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	98	733	733	753	*	25%	35%	28%	*	29%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	733	733	756	*	24%	20%	35%	*	39%	59%
White	58	737	737	764	*	24%	26%	35%	*	40%	69%
Hispanic	13	735	735	742	*	*	*	*	*	46%	44%
Black or African American	31	723	723	737	32%	*	*	*	*	32%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	56	743	743	764	*	*	*	45%	*	52%	68%
Male	54	723	723	749	*	*	*	24%	*	26%	51%
Economically Disadvantaged Students	50	720	720	739	*	*	*	26%	*	26%	40%
Non-Economically Disadvantaged Students	60	745	745	766	*	*	*	42%	*	50%	70%
Students with Disabilities	16	714	714	719	*	*	*	*	*	19%	19%
Students without Disabilities	94	737	737	763	*	*	*	*	*	43%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	740	740	757	*	28%	22%	30%	*	39%	59%
White	41	743	743	764	*	*	27%	37%	*	44%	68%
Hispanic	10	732	732	742	*	*	*	*	*	30%	44%
Black or African American	30	726	726	738	*	40%	*	*	*	20%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	39	750	750	766	*	26%	*	33%	*	49%	68%
Male	51	732	732	749	*	29%	*	28%	*	31%	50%
Economically Disadvantaged Students	45	732	732	739	*	31%	22%	24%	*	31%	40%
Non-Economically Disadvantaged Students	45	747	747	766	*	24%	22%	36%	*	47%	69%
Students with Disabilities	15	698	698	718	*	*	*	*	*	*	18%
Students without Disabilities	75	748	748	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	90	740	740	759	*	28%	22%	30%	*	39%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



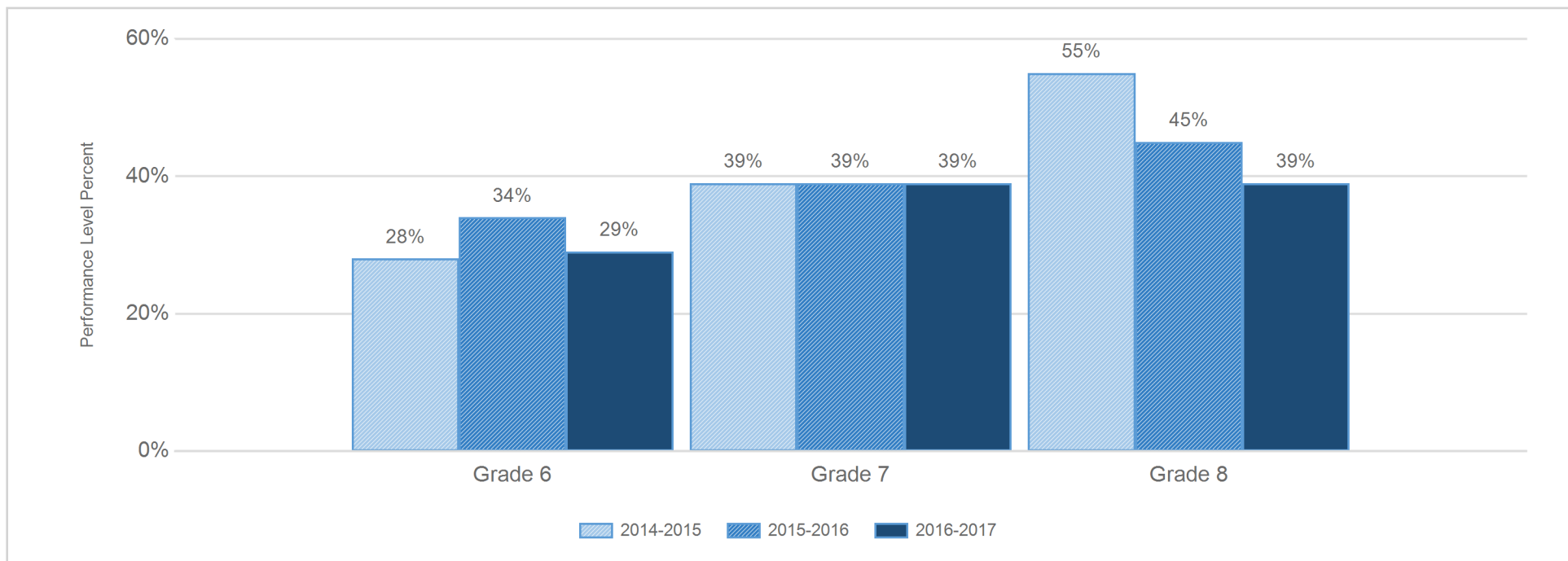
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	292	99.0	29.80	27.10	43.50	29.8	36.8	Not Met
White	142	100.0	33.10	30.30	52.40	33.1	37.4	Met Target†
Hispanic	36	100.0	27.80	*	27.60	27.8	36.6	Met Target†
Black or African American	80	96.7	13.80	*	21.70	13.8	28.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	25	100.0	48.00	33.40	44.90	48	N	N
Female	147	99.4	35.30	27.50	44.10	35.3		
Male	145	98.7	24.20	26.70	42.90	24.2		
Economically Disadvantaged Students	137	98.0	21.20	18.70	25.10	21.2	26.7	Met Target†
Non-Economically Disadvantaged Students	155	100.0	37.40	34.30	54.30	37.4		
Students with Disabilities	45	100.0	*	*	16.50	*	10.4	Met Target†
Students without Disabilities	247	98.8	*	*	48.80	*		
English Learners	11	100.0	27.30	*	23.30	27.3	**	**
Non-English Learners	281	99.0	29.90	*	45.20	29.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	732	732	743	*	27%	42%	20%	*	21%	44%
White	42	737	737	751	*	*	48%	*	*	24%	54%
Hispanic	13	732	732	731	*	*	*	*	0%	15%	27%
Black or African American	28	721	721	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	735	735	745	*	*	*	*	0%	33%	46%
Female	55	735	735	745	*	27%	36%	*	*	27%	45%
Male	44	729	729	742	*	27%	50%	*	*	14%	43%
Economically Disadvantaged Students	47	726	726	728	*	36%	36%	*	*	15%	24%
Non-Economically Disadvantaged Students	52	738	738	752	*	19%	48%	*	*	27%	56%
Students with Disabilities	17	709	709	717	*	*	*	*	*	*	13%
Students without Disabilities	82	737	737	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	736	736	741	*	26%	33%	32%	*	33%	40%
White	58	738	738	748	*	19%	36%	35%	*	36%	49%
Hispanic	13	735	735	730	*	*	*	*	0%	39%	23%
Black or African American	31	729	729	726	*	42%	32%	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	57	740	740	743	*	18%	33%	37%	*	40%	41%
Male	54	732	732	740	*	35%	33%	26%	*	26%	38%
Economically Disadvantaged Students	51	726	726	729	*	35%	35%	*	*	18%	22%
Non-Economically Disadvantaged Students	60	745	745	749	*	18%	32%	*	*	47%	50%
Students with Disabilities	16	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	95	740	740	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	727	727	728	24%	19%	33%	23%	0%	23%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	30	730	730	730	*	*	33%	*	*	23%	30%
Male	48	726	726	725	*	*	33%	*	*	23%	26%
Economically Disadvantaged Students	43	723	723	719	*	*	28%	*	*	23%	19%
Non-Economically Disadvantaged Students	35	733	733	734	*	*	40%	*	*	23%	34%
Students with Disabilities	15	689	689	705	*	*	*	*	*	*	*
Students without Disabilities	63	737	737	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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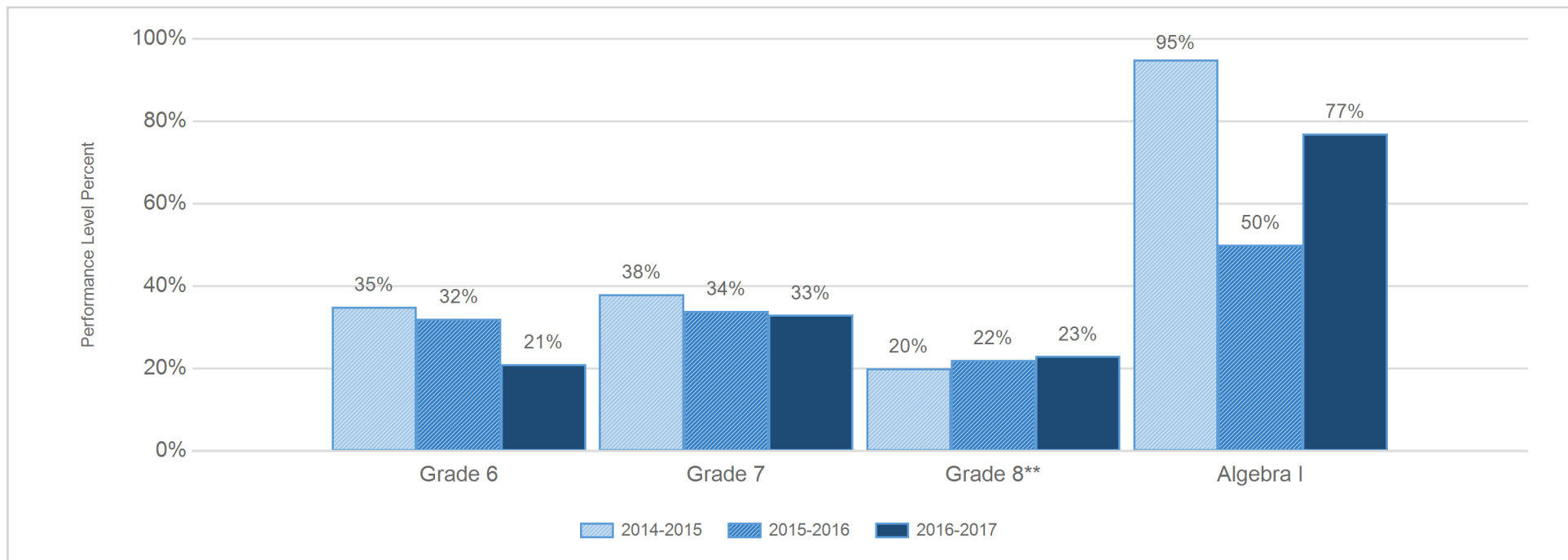
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	764	728	743	*	*	*	77%	*	77%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	13	764	732	747	*	*	*	77%	*	77%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	13	764	*	745	*	*	*	77%	*	77%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

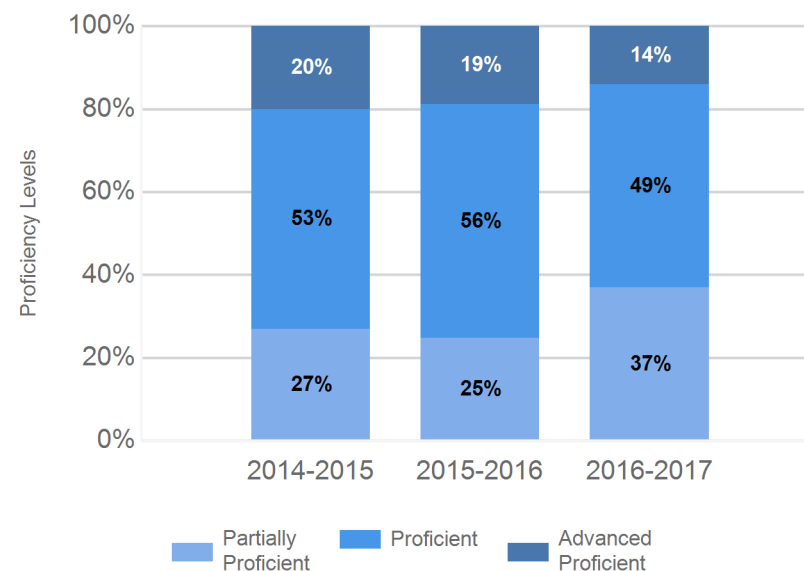
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	14%	49%	37%
White	12%	61%	27%
Hispanic	*	*	30%
Black or African American	8%	36%	56%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	35%	59%
Students with Disabilities	N	23%	77%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	26	38	50	Not Met	46	46	50	Met Target
White	26	37	50	Not Met	50	47	52	Met Target
Hispanic	27.5	45	49	Not Met	30	38	47	Not Met
Black or African American	25	33.5	45	Not Met	27	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	Not Met	*	*	52	**
Economically Disadvantaged	26	41.5	47	Not Met	39	42	46	Not Met
Students with Disabilities	33.5	42	41	Not Met	25.5	44	43	Not Met
English Learners	34	45	53	**	*	*	51	**

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



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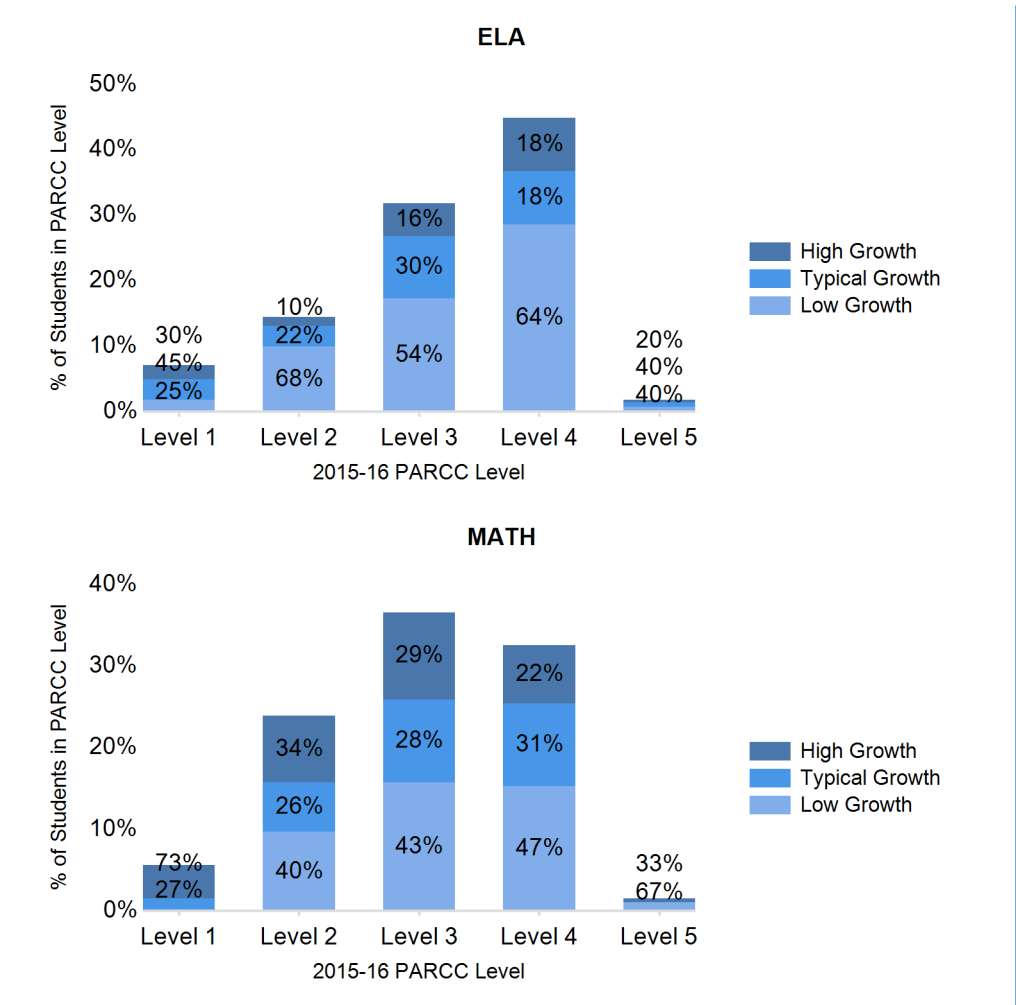
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

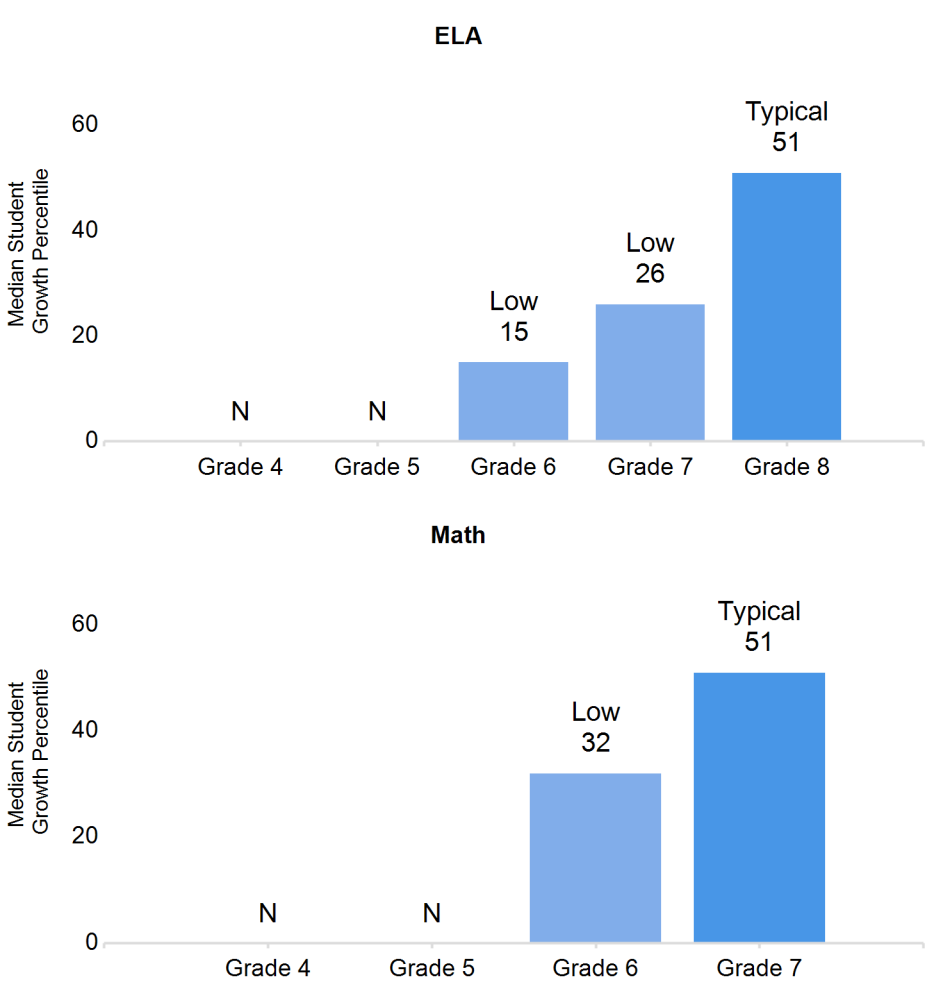
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	100
7	0	0	110
8	13	0	78
Schoolwide	13	0	288

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	91	0	0	0	0	0
7	0	96	0	0	0	0	0
8	0	83	0	0	0	0	0
Schoolwide	0	270	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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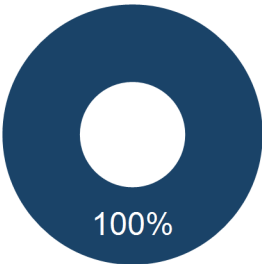
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Visual and Performing Arts – Course Participation

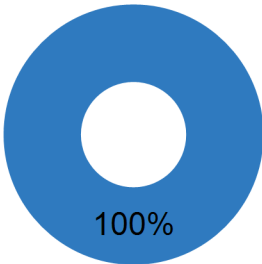
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

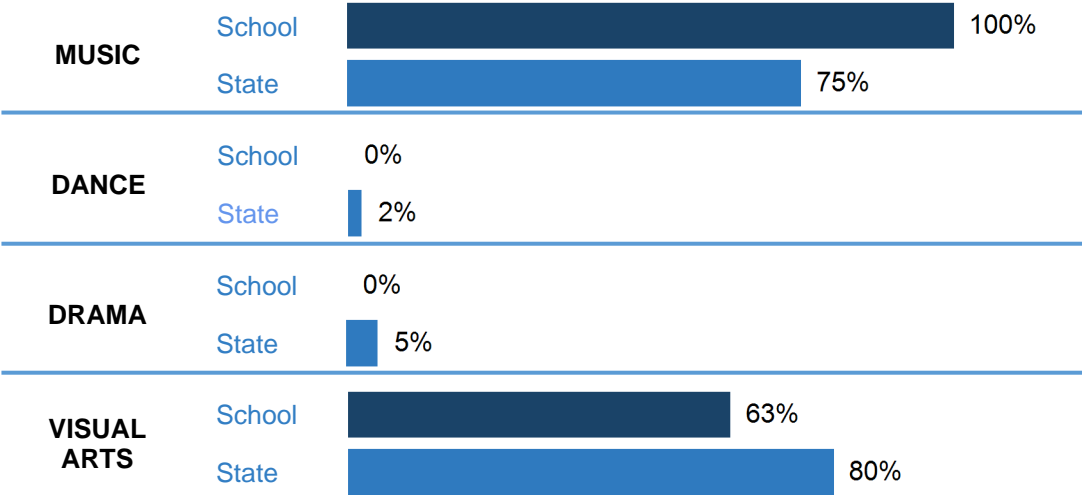


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

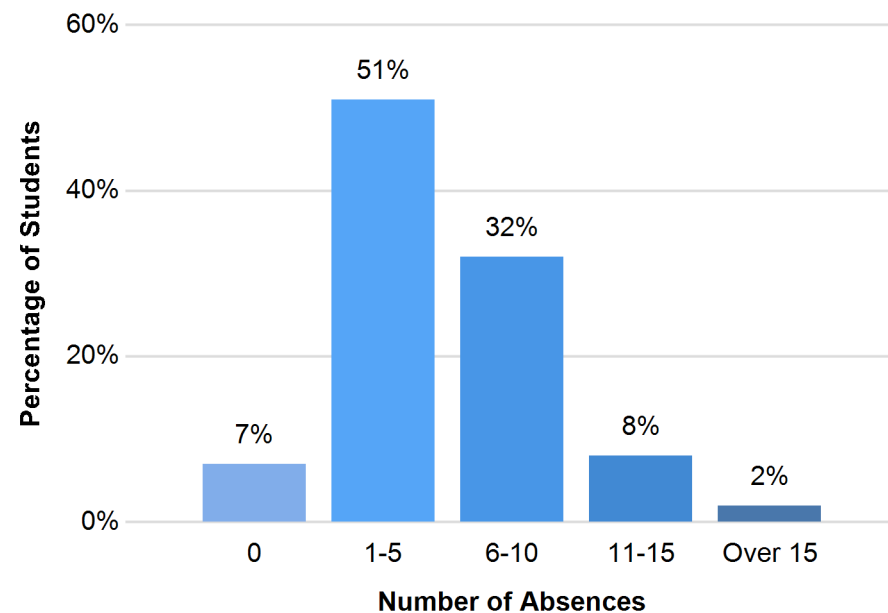
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.00	8.70	Met Target
White	2.10	8.70	Met Target
Hispanic	0	8.70	Met Target
Black or African American	3.40	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	3.90	8.70	Met Target
Students with Disabilities	2.10	8.70	Met Target
English Learners	N	**	**

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

Days Absent

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



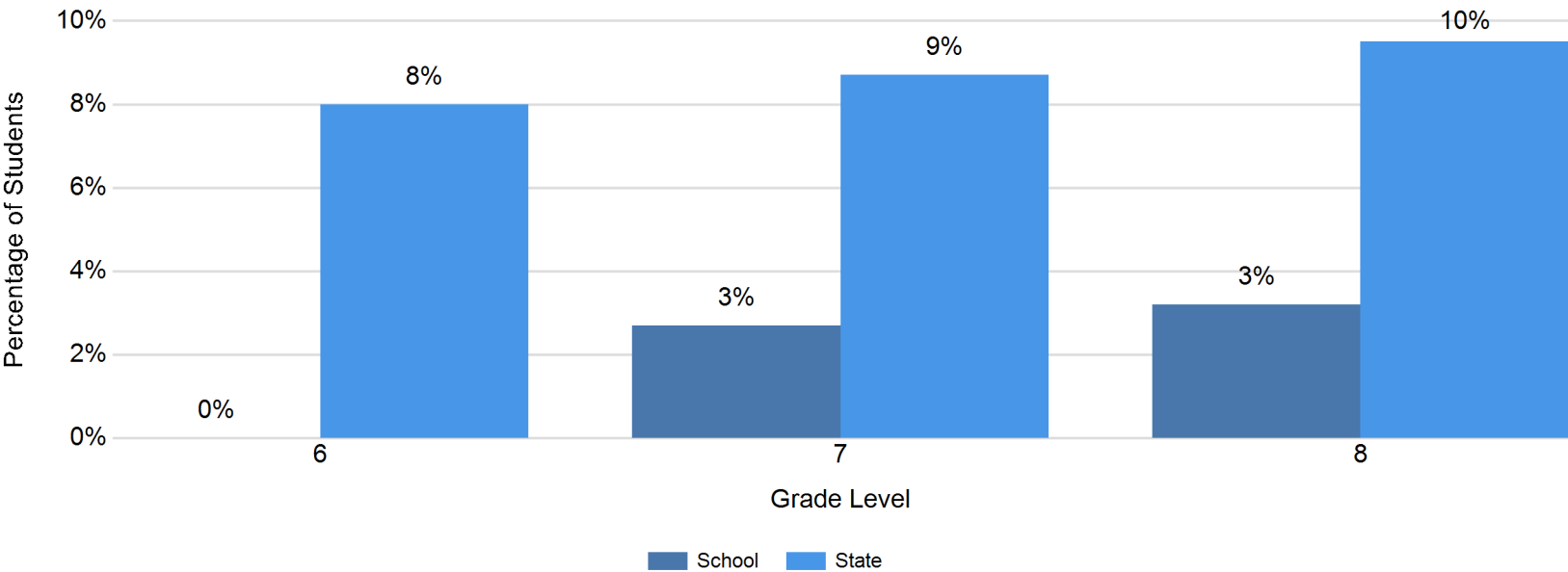


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.99

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	N
Out-of-School Suspensions	N
Any Suspension	N

Student Expulsions

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

Category	Number of Students
Expulsions	N



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	345.3 kbps	100 kbps	Yes	Other	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,087	\$11,553	\$12,640



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	17	120,724
Average years experience in public schools	8.4	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	59%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	6.3	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	56%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	18:1	13:1
Administrators	301:1	161:1
Librarian/Media Specialists		1448:1
Nurses		483:1
Counselors		362:1
Child Study Team		483:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	69%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	N



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	16.8	17.5%
Mathematics Proficiency	19.3	17.5%
English Language Arts Growth	1.1	25.0%
Mathematics Growth	21.1	25.0%
Chronic Absenteeism	97.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.4
Summative Rating: Percentile rank of Summative Score		15.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.4	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
White	26.6	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	28.7	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	24.8	11.9	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	36.8	11.9	No	N	N	Met Target	Not Met	**	No
Economically Disadvantaged Students	29.9	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Students with Disabilities	33.6	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Sottosanti	Email Address:	jsottosanti@claytonps.org
Address:	55 POP KRAMER BLVD SUITE B CLAYTON, NJ 08312-1700	Website:	claytonps.org
Phone:	(856)881-8702		

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:	<ul style="list-style-type: none"> • Clayton Middle School has an abundance of technology. Every classroom is equipped with a Clear Touch Board. • Clayton Middle School provides many clubs, sports and activities for both girls and boys. • Advanced courses are designed to challenge our accelerated learners and meet their academic needs.
 Mission, Vision, Theme:	<p>We believe that our mission is to collaborate with parents and the community, to provide a safe, caring and engaging learning environment where all students achieve the New Jersey Student Learning Standards along with the knowledge, skills, and experiences to succeed in a global society.</p>
 Awards, Recognition, Accomplishments:	<p>Several of our students have won awards throughout the years as teachers enter their students into different writing contests. Many of our students have been winners in various contests throughout the years. "Scholastic Magazine", "Fire Is", "The Patriot's Pen" and "Week of Respect" to name a few. Two of our teachers on staff are published authors, who educate our future writers effectively. Our teachers do a remarkable job in searching for opportunities for our students to achieve.</p>







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2016-2017
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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>We provide a variety of academic and co-curricular opportunities in a stimulating small school environment. With small class sizes, a 15 to 1 student to educator ratio. Our middle school consist of 6th- 8th grades. There are grade level and department meetings weekly, so teachers can discuss achievement, teaching methods, and curriculum. Aside from our core courses, we also provide middle school students with cycle courses such as; a Foreign Language, Computer Science, Robotics, Music & Band.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>Teams include; Boys and Girls Soccer, Field Hockey, Boys and Girls Basketball, Cheerleading, Wrestling, Boys and Girls Track & Field, Softball and Cross Country for both. With so many choices, many students are able to participate, develop their skills and confidence in preparation for high school.</p>
 <p>Clubs and Activities:</p>	<p>Clayton not only offers sports but a variety of clubs and activities to appeal to all types of students. Student Council is a group of students that help other students by communicating in meetings with administration. NJHS are our top academic and character students that do positive things within the school and volunteer for tasks throughout the year. The Spelling Bee, Art Club, Drama Club, winter & spring music concerts, newspaper and the Creative Crafts Club are other opportunities.</p>
 <p>Before and After School Programs:</p>	<p>The 21st Century is our After-School Program. Our goal is to enhance students' academic and social development by providing them with enhanced skills and tools necessary to be prepared for the opportunities of the future. Homework assistance and targeted tutoring are provided to students by certified teaching staff in needed academic areas. Students receive a daily snack and drink, field trips, family events, and a free bus ride home.</p>







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School Narrative

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 Staff and Professional Learning:	<p>Content area specific professional development, behavior and classroom management, instructional technology, professional development experiences based on the individual staff member's professional development plan., differentiated instructional practices, strategies to support diverse learners, state mandated professional development. Each staff member participates in a professional learning community with their grade level and/or department.</p>
 Student Supports and Services:	<p>We provide a variety of support services for our students. There are ICS and RC classes for all grade levels. We provide a Read 180 program that assist our students who are reading below their grade level. ESL is designed to help students who are new to the English language and may need extra assistance. There are several after school opportunities for a struggling student to get assistance. On Demand Tutoring is another option, students can receive immediate attention in subject areas of need.</p>
 Student Health and Wellness:	<p>Clayton students recieve nutritious meals and snacks to power them through the day. During our breakfast, lunch, and after school snack programs, we follow USDA guidelines to ensure our students are being fueled properly. The AASA grant, initiated a free breakfast program that serves our elementary and middle school students free breakfast, in which our district has been able to sustain. Phys Ed classes provides opportunities to stay fit with a variety of creative activities.</p>
 Parent and Community Involvement:	<p>Clayton offers a variety of parental community support services. Principal Advisory Board meetings are held for parents to stay informed with school events. A strategic planning initiative that engages community members in the future planning of our school system. This collaborative planning process will result in a three-year plan. Annual Back to school nights are held as well as Parent/Teacher conferences.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>We added stadium lights and a sound system at the football field along with handicap accessibility. Our gym, includes new flooring, bleachers, sound system and lockers. Also a brand new state of the art Performing Arts Center was just completed. It can accommodate audiences of up to 748 people with color changing LED lighting fixtures and a forty-foot by twenty eight-foot proscenium stage. This facility has fully-equipped male and female dressing rooms, each with their own lavatory.</p>
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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.



Other Information:

Clayton Middle School continues to build its strength of providing a variety of academic and co-curricular opportunities in a stimulating small school environment. Clayton has strong academics across the curriculum and is full of tradition and spirit with students who work hard and are proud of their school. The middle school also has an Excel Program (Exploration and Challenges for Exceptional Learners). This program is offered to middle school students who met the varying criteria. Advanced courses are designed to challenge our accelerated learners with relevant activities to meet their academic needs. Courses are voluntary but require additional and more challenging work beyond grade level expectations. There is online parent access to students' grades, attendance and assignments. Teachers are required to add homework in their weekly lesson plans. Clayton Middle School values technology. Every classroom is equipped with a Clear Touch Board. These boards are very interactive and allow the teachers and students to use them as a white board as well as a computer. All 8th grade students are provided with their personal ipads, that they can utilize throughout the school year. Clayton Place, is place where students can go and get counselling. With a parent's permission, our set of therapists/ counsellors talk with students about issues most important to them. Anger management groups, conflict resolution and other boys and girls groups are examples of the activities being practiced at Clayton Place. They also host fun trips that are sometimes free or at a significant discount. Clayton Place has been in existence for 30 years. Our Child Study Team, Guidance and Special Education Departments provide friendly assistance to our students and their parents in addressing special learning needs and at risk behaviors. These departments collaborate with other departments of our school to address the ability level and individual needs of all students.




HERMA S. SIMMONS ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

15-0860-040
GLOUCESTER
CLAYTON BORO
300 WEST CHESTNUT STREET
CLAYTON, NJ 08312-1700

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



HERMA S. SIMMONS ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

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

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	96	106	102
KG	101	100	105
1	109	96	94
2	102	113	86
3	126	97	113
4	108	125	100
5	112	100	127
Ungraded	2	6	5
Total	756	743	732

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	45%
Male	52%	53%	55%
Economically Disadvantaged Students	56%	50%	47%
Students with Disabilities	14%	18%	20%
English Learners	5%	6%	6%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.3%
Black or African American	20.4%
Hispanic	14.3%
Asian	2.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	10.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	88	33	36
PK - Full Day	15	73	66
KG - Half Day	0	0	0
KG - Full Day	97	100	105

Enrollment by Home Language

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

Home Language	% of Students
English	93.0%
Spanish	3.3%
Turkish	2.5%
Other	1.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	321	97.6	47.60	40.80	54.90	47.6	49.9	Met Target†
White	169	98.8	50.30	43.50	63.90	50.3	50.6	Met Target†
Hispanic	44	97.8	54.50	41.30	39.80	54.5	51.5	Met Target
Black or African American	67	95.9	35.80	27.90	35.20	35.8	35.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	33	94.3	42.50	47.10	54.90	42	68.8	Not Met
Female	150	98.1	51.30	48.80	62.20	51.3		
Male	171	97.2	44.40	33.30	48.10	44.4		
Economically Disadvantaged Students	154	97.0	36.40	33.00	36.20	36.4	40.8	Met Target†
Non-Economically Disadvantaged Students	167	98.2	58.10	47.40	65.80	58.1		
Students with Disabilities	65	95.8	24.60	*	20.50	24.6	19.6	Met Target
Students without Disabilities	256	98.1	53.50	*	61.90	53.5		
English Learners	19	100.0	21.10	*	25.20	21.1	**	**
Non-English Learners	302	97.5	49.40	*	57.40	49.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	736	736	749	14%	23%	25%	39%	0%	39%	50%
White	57	743	743	759	*	18%	28%	46%	*	46%	61%
Hispanic	13	743	743	734	*	*	*	*	0%	54%	35%
Black or African American	20	720	720	731	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	18	727	727	751	*	*	*	*	0%	28%	52%
Female	59	738	738	754	*	20%	27%	41%	*	41%	55%
Male	51	734	734	745	*	26%	22%	37%	*	37%	46%
Economically Disadvantaged Students	55	729	729	731	*	24%	27%	31%	*	31%	31%
Non-Economically Disadvantaged Students	55	744	744	762	*	22%	22%	47%	*	47%	63%
Students with Disabilities	20	707	707	720	*	*	*	*	*	15%	24%
Students without Disabilities	90	743	743	755	*	*	*	*	*	44%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	746	746	753	*	14%	31%	40%	*	47%	56%
White	52	748	748	762	*	*	29%	40%	*	50%	67%
Hispanic	10	749	749	740	*	0%	*	*	0%	50%	40%
Black or African American	26	739	739	737	*	*	*	*	*	39%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	42	752	752	758	*	*	36%	50%	*	55%	61%
Male	54	740	740	749	*	*	28%	32%	*	41%	51%
Economically Disadvantaged Students	45	731	731	737	*	*	31%	33%	*	33%	36%
Non-Economically Disadvantaged Students	51	758	758	764	*	*	31%	45%	*	59%	69%
Students with Disabilities	20	716	716	725	*	*	*	*	*	20%	25%
Students without Disabilities	76	753	753	759	*	*	*	*	*	54%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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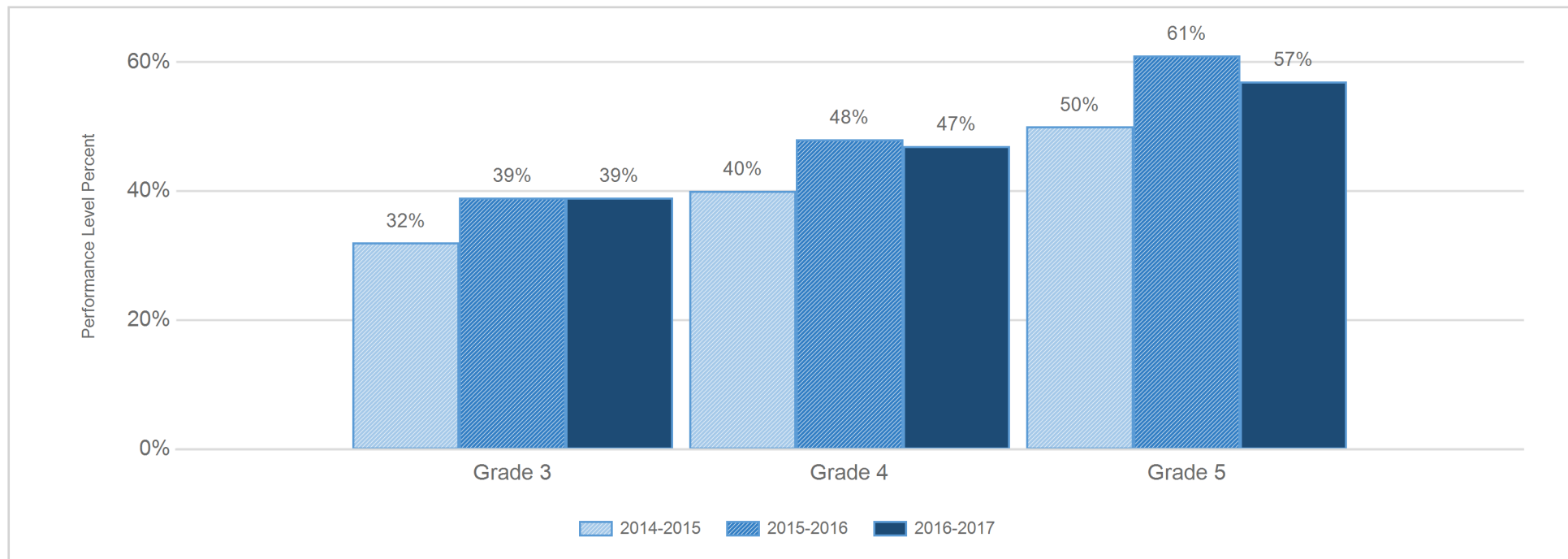
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	751	751	756	*	13%	22%	53%	*	57%	59%
White	61	748	748	763	*	*	21%	53%	*	56%	69%
Hispanic	20	748	748	743	*	*	*	55%	0%	55%	44%
Black or African American	23	754	754	740	*	*	*	48%	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	50	759	759	761	*	*	24%	56%	*	64%	66%
Male	67	745	745	750	*	*	21%	51%	*	52%	53%
Economically Disadvantaged Students	55	744	744	740	*	*	26%	44%	*	47%	40%
Non-Economically Disadvantaged Students	62	757	757	765	*	*	19%	61%	*	66%	71%
Students with Disabilities	24	730	730	725	*	*	*	*	*	33%	22%
Students without Disabilities	93	757	757	762	*	*	*	*	*	63%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	320	97.3	29.30	27.10	43.50	29.3	32.4	Met Target†
White	169	98.8	30.80	30.30	52.40	30.8	37.5	Not Met
Hispanic	44	97.8	31.80	*	27.60	31.8	29.9	Met Target
Black or African American	66	94.6	21.20	*	21.70	21.1	22.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	33	94.3	24.20	33.40	44.90	24	25.6	Met Target†
Female	150	98.1	24.70	27.50	44.10	24.7		
Male	170	96.7	33.60	26.70	42.90	33.6		
Economically Disadvantaged Students	153	96.4	18.30	18.70	25.10	18.3	25.6	Not Met
Non-Economically Disadvantaged Students	167	98.2	39.50	34.30	54.30	39.5		
Students with Disabilities	64	94.4	14.10	*	16.50	13.9	18.1	Met Target†
Students without Disabilities	256	98.1	33.20	*	48.80	33.2		
English Learners	19	100.0	15.80	*	23.30	15.8	**	**
Non-English Learners	301	97.2	30.20	*	45.20	30.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	731	731	751	*	29%	26%	29%	*	30%	53%
White	57	734	734	759	*	30%	28%	30%	*	32%	63%
Hispanic	13	729	729	738	*	*	*	*	0%	31%	37%
Black or African American	20	723	723	733	*	*	*	*	0%	25%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	18	724	724	751	*	*	*	*	0%	22%	53%
Female	59	727	727	751	*	31%	25%	27%	*	27%	52%
Male	51	734	734	751	*	28%	28%	31%	*	33%	53%
Economically Disadvantaged Students	55	726	726	736	*	27%	26%	27%	*	27%	34%
Non-Economically Disadvantaged Students	55	735	735	761	*	31%	27%	31%	*	33%	65%
Students with Disabilities	20	710	710	729	*	*	*	*	*	15%	29%
Students without Disabilities	90	735	735	755	*	*	*	*	*	33%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	732	732	747	*	32%	26%	32%	*	32%	47%
White	52	733	733	755	*	29%	27%	35%	*	35%	59%
Hispanic	10	731	731	734	0%	*	*	*	0%	30%	30%
Black or African American	26	729	729	729	*	*	*	*	0%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	729	729	747	*	43%	26%	24%	*	24%	47%
Male	54	735	735	747	*	24%	26%	39%	*	39%	48%
Economically Disadvantaged Students	45	722	722	732	*	47%	29%	*	*	11%	27%
Non-Economically Disadvantaged Students	51	742	742	757	*	20%	24%	*	*	51%	61%
Students with Disabilities	20	716	716	724	*	*	*	*	*	15%	22%
Students without Disabilities	76	737	737	751	*	*	*	*	*	37%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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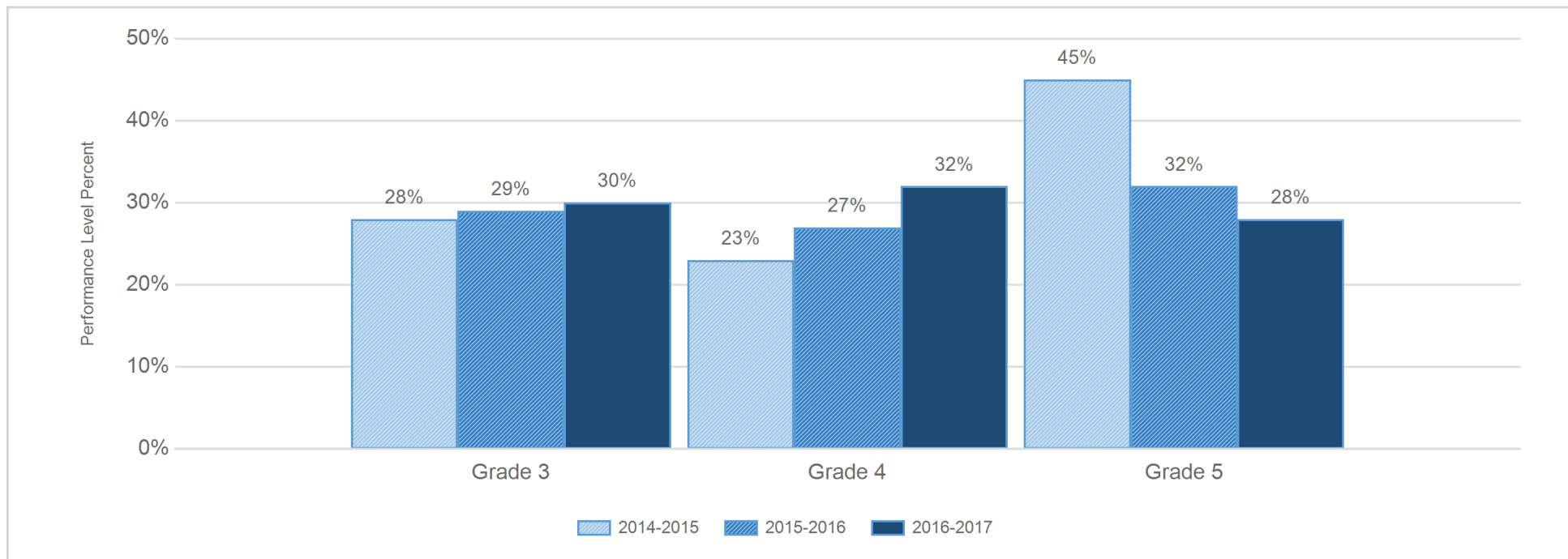
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	736	736	747	*	18%	43%	27%	*	28%	46%
White	61	735	735	754	*	21%	41%	28%	*	28%	57%
Hispanic	20	731	731	735	*	*	*	*	*	35%	30%
Black or African American	22	738	738	729	*	*	68%	*	0%	18%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	50	739	739	747	*	*	54%	26%	*	26%	47%
Male	66	734	734	746	*	*	35%	27%	*	30%	46%
Economically Disadvantaged Students	54	729	729	732	*	*	39%	*	*	20%	27%
Non-Economically Disadvantaged Students	62	742	742	756	*	*	47%	*	*	36%	59%
Students with Disabilities	23	721	721	725	*	*	*	*	*	13%	19%
Students without Disabilities	93	739	739	751	*	*	*	*	*	32%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

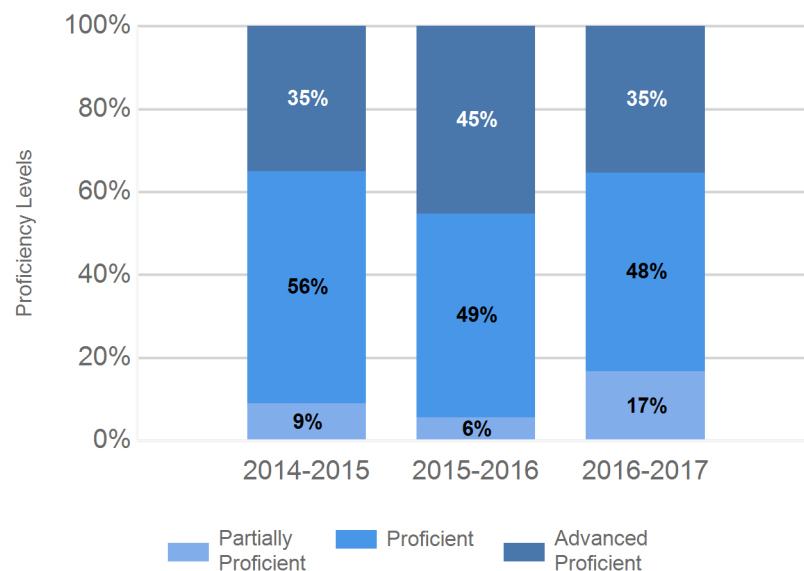
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	35%	48%	17%
White	42%	44%	14%
Hispanic	*	*	27%
Black or African American	22%	58%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	25%	51%	25%
Students with Disabilities	20%	60%	20%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	38	50	Met Target	48.5	46	50	Met Target
White	52	37	50	Met Target	42	47	52	Met Target
Hispanic	60	45	49	Exceeds Target	57	38	47	Met Target
Black or African American	54.5	33.5	45	Met Target	52	39	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	70	*	51	**	66	*	52	**
Economically Disadvantaged	53	41.5	47	Met Target	44	42	46	Met Target
Students with Disabilities	55.5	42	41	Met Target	53	44	43	Met Target
English Learners	52	45	53	**	26	*	51	**

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



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

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

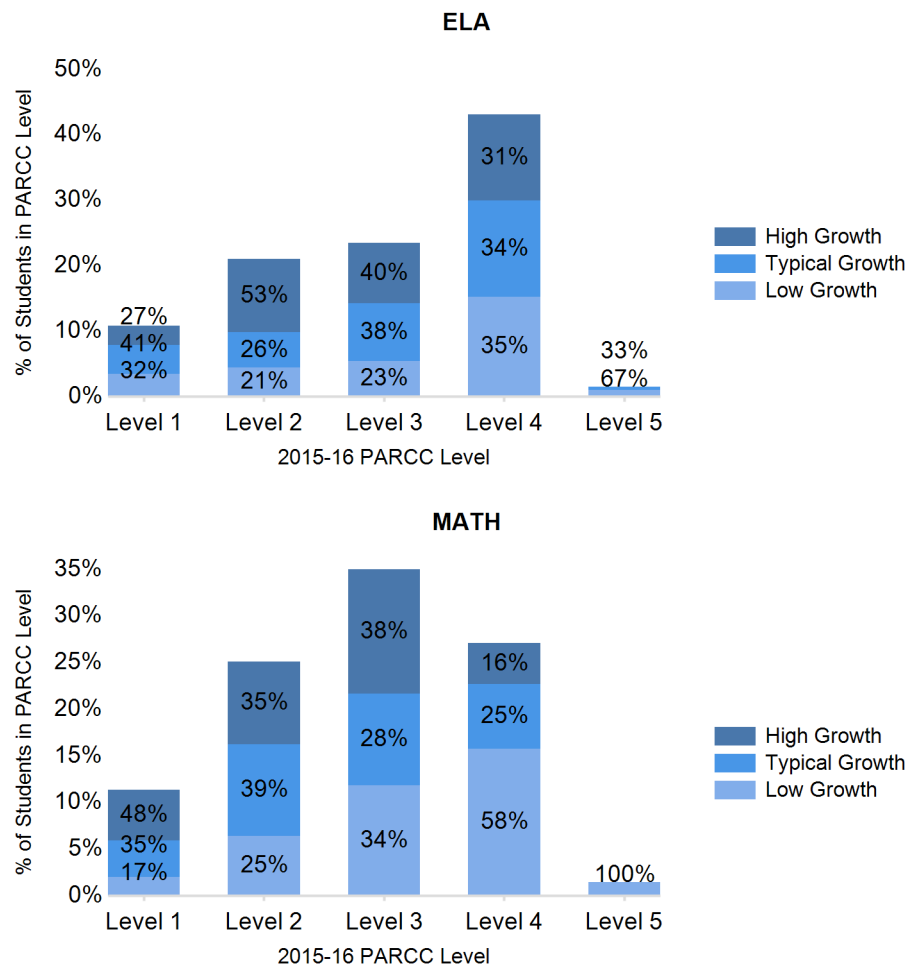
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

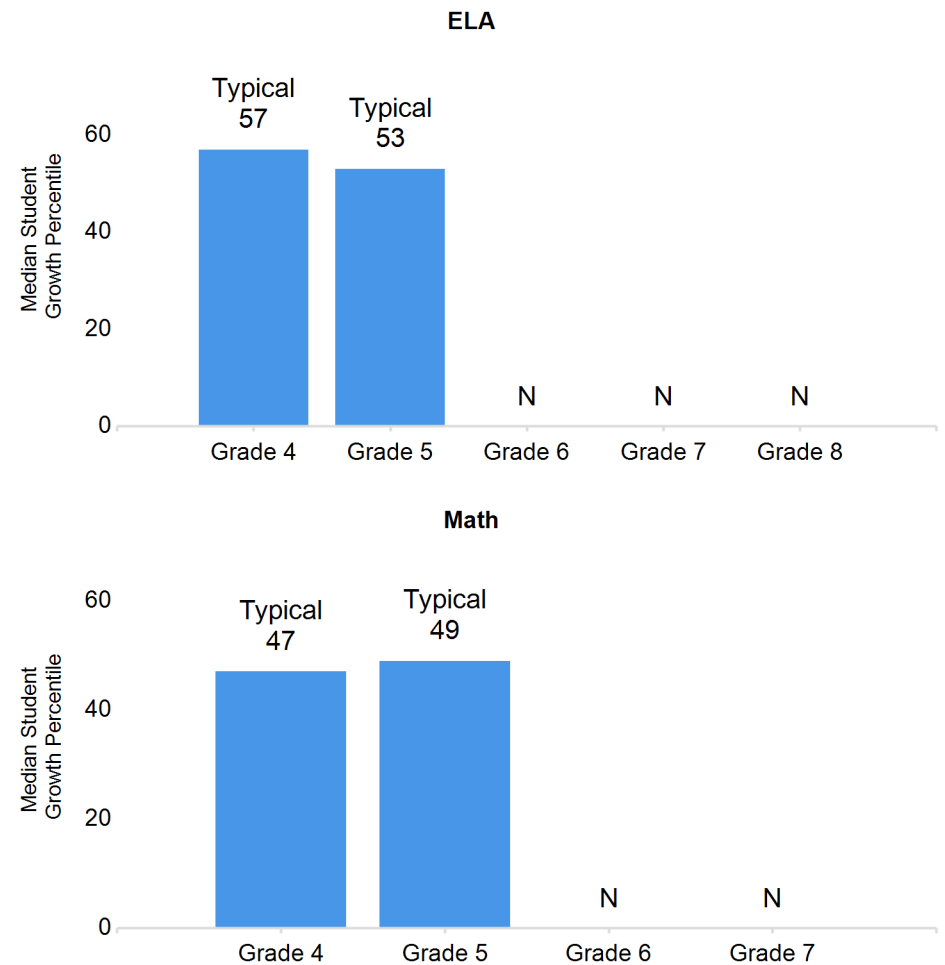
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

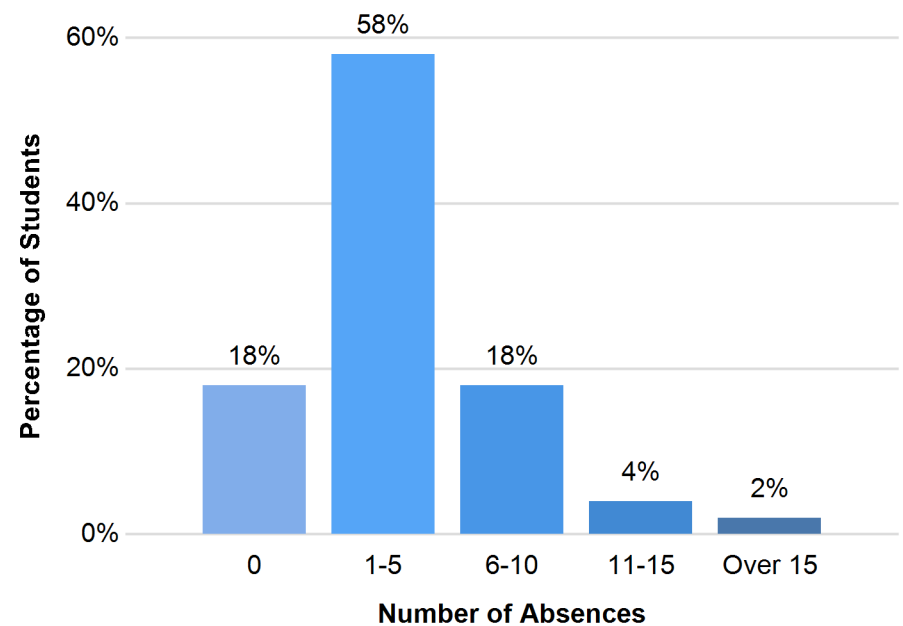
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	8.40	Met Target
White	0.60	8.40	Met Target
Hispanic	2.00	8.40	Met Target
Black or African American	4.60	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	5.70	8.40	Met Target
Economically Disadvantaged Students	3.80	8.40	Met Target
Students with Disabilities	2.10	8.40	Met Target
English Learners	0	8.40	Met Target

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

Days Absent

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





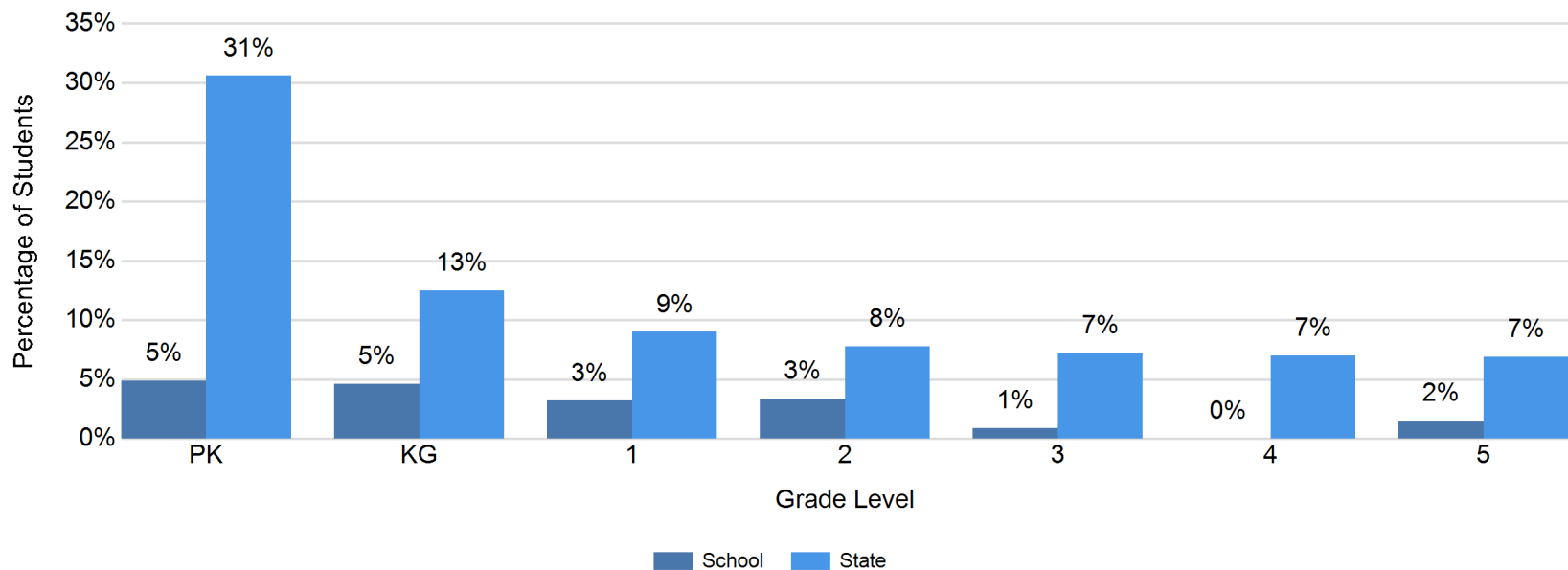
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	*
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.37

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	N
Out-of-School Suspensions	N
Any Suspension	N

Student Expulsions

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

Category	Number of Students
Expulsions	N



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.7:1	345.3 kbps	100 kbps	Yes	Other	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,087	\$11,553	\$12,640



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	56	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	6.3	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	56%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	244:1	161:1
Librarian/Media Specialists		1448:1
Nurses		483:1
Counselors		362:1
Child Study Team		483:1



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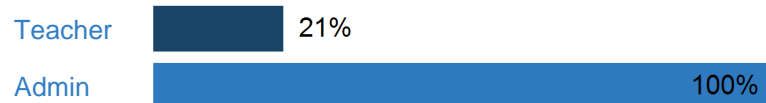
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	69%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	N



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34.5	17.5%
Mathematics Proficiency	18.3	17.5%
English Language Arts Growth	70.9	25.0%
Mathematics Growth	50.8	25.0%
Chronic Absenteeism	95.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.0
Summative Rating: Percentile rank of Summative Score		55.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	36.4	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	77.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Black or African American	69.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Not Met	Met Target†	Met Target	**	**	No
Economically Disadvantaged Students	52.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	74.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Uribe	Email Address:	suribe@claytonps.org
Address:	300 WEST CHESTNUT STREET CLAYTON, NJ 08312-1700	Website:	http://claytonps.org/schools/herma-simmons-elementary/
Phone:	(856)881-8704	Facebook:	https://www.facebook.com/Herma-S-Simmons-Elementary-School-1616000045396429/




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:	<ul style="list-style-type: none"> • Exceptional PK-5 educational offerings featuring 3 and 4 year-old preschool programs and full-day K. • All programs are aligned to the New Jersey Student Learning Standards. • Technology is an integral part of each school day.
Mission, Vision, Theme:	Vision-Where Preparing Students for the Opportunities of Today and the Future is Our ; Theme-Nothing Short of Excellence
Awards, Recognition, Accomplishments:	Governor's Educator of the Year; Gloucester County Teacher of the Year

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.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>The educational programs are aligned to the New Jersey Student Learning Standards and are responsive to student academic needs. Updated curriculum that ensures that all students become life-long learners. Assessments are administered on a regular schedule, and the data is used to drive instruction.</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Art Club; School Safeties; MicroSociety</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>After School-STARS Program run through Golden Gate; MicroSociety</div>



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School Narrative

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<div>  <div>Staff and Professional Learning:</div> </div>	All faculty and staff are involved in high-quality, job embedded, personalized professional development throughout the school year.
<div>  <div>Student Supports and Services:</div> </div>	Extensive ELL programming; I&RS; RTI; On-Demand Tutoring; Child Counseling Center through a grant from Pascale Sykes
<div>  <div>Student Health and Wellness:</div> </div>	Breakfast in the Classroom for all students; 2 full-time nurses focusing on complete health and wellness of all students
<div>  <div>Parent and Community Involvement:</div> </div>	Parent Portal available for easy access to student progress; Home & School Association; SEPAG

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.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>Utilize the NJDOE Climate Survey</div>
 <div>Facilities:</div>	<div>Large, modern facility with a full-size auditorium, library, state-of-the-art gymnasium, full-size cafeteria, and playgrounds for PreK and K-5 students</div>




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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.

<div>Other Information:</div>	<p>Simmons Administrators, Faculty and Staff believe our students will become: Effective communicators who use verbal, written, artistic and technological forms of communication to give, send, and receive information. Resourceful thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation. Inspired learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth and curiosity. Productive workers who perform independently and collaboratively to create quality products that reflect personal pride and responsibility. Responsible citizens who have a global and multicultural perspective, and who take the initiative for improving the quality of life for self and others.</p>
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