NJ SCHOOL PERFORMANCE REPORT

MAXSON MIDDLE SCHOOL
(39-4160-070)
Grades Offered: 06-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	PLAINFIELD CITY
Principal Name	MR. STANSBURY
Address	920 E SEVENTH ST PLAINFIELD, NJ 07062-1854
Phone Number	(908)731-4310
Email Address	KSTANSBURY@PLAINFIELD.K12.NJ.US
Website	http://www.plainfieldnjk12.org
Facebook	https://www.facebook.com/Plainfield-Public-Schools-99774832658/
Twitter	https://twitter.com/PlainfieldBOE

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	225	292	205
7	248	230	261
8	216	257	233
Total	689	779	699

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.2%	47.9%	45.2%
Male	51.8%	52.1%	54.8%
Economically Disadvantaged Students	77.8%	75.1%	69.1%
Students with Disabilities	18.4%	16.6%	18.9%
English Learners	18.1%	16.0%	19.5%
Homeless Students		1.3%	1.0%
Students in Foster Care		0.1%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.0%	1.0%	0.9%
Hispanic	58.9%	62.3%	64.8%
Black or African American	38.8%	35.6%	33.2%
Asian	0.6%	0.5%	0.3%
Native Hawaiian or Pacific Islander	0.1%	0.4%	0.4%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.3%	0.3%	0.4%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	58.9%
English	39.2%
Other Languages	1.9%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	37	42	50	Not Met	41	40	50	Met Standard
White	*	46	50	**	*	57	51	**
Hispanic	37	42	49	Not Met	43.5	40	48	Met Standard
Black or African American	37	42	44	Not Met	34	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44.5	61	**	*	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	37	41	48	Not Met	42	40	47	Met Standard
Students with Disabilities	47	40.5	41	Met Standard	34	41	43	Not Met
English Learners	37	41	54	Not Met	46.5	40	51	Met Standard

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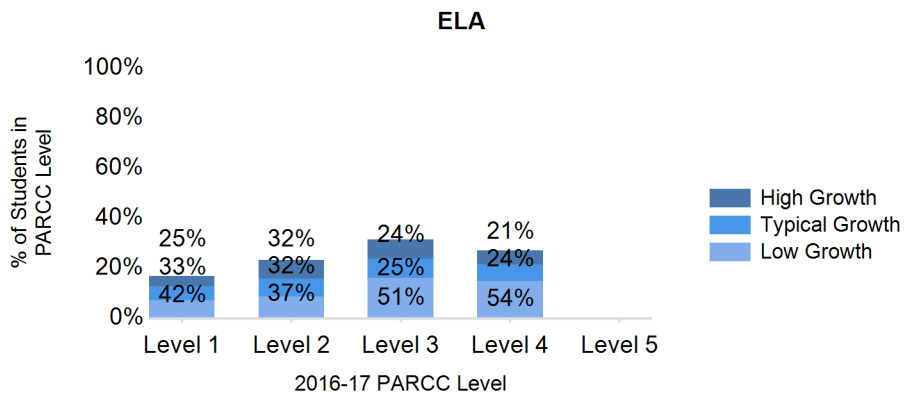
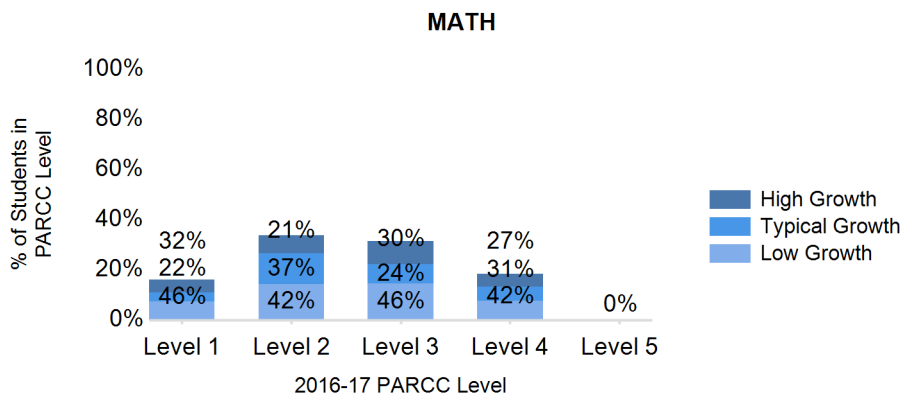
Student Growth by Performance Level

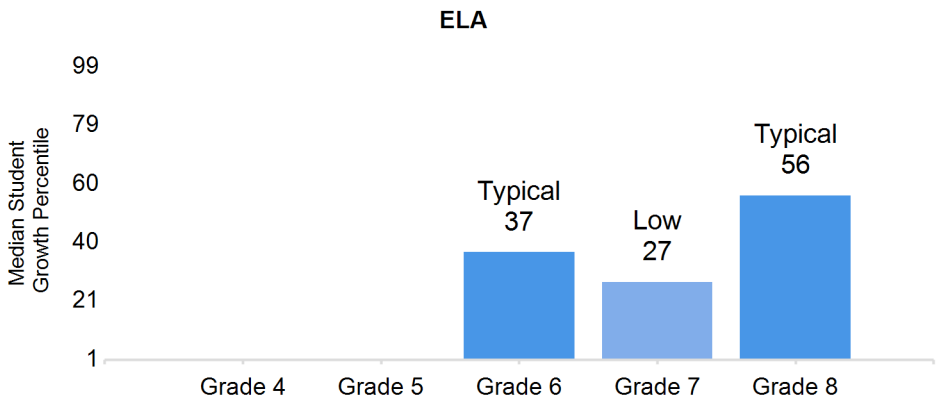
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

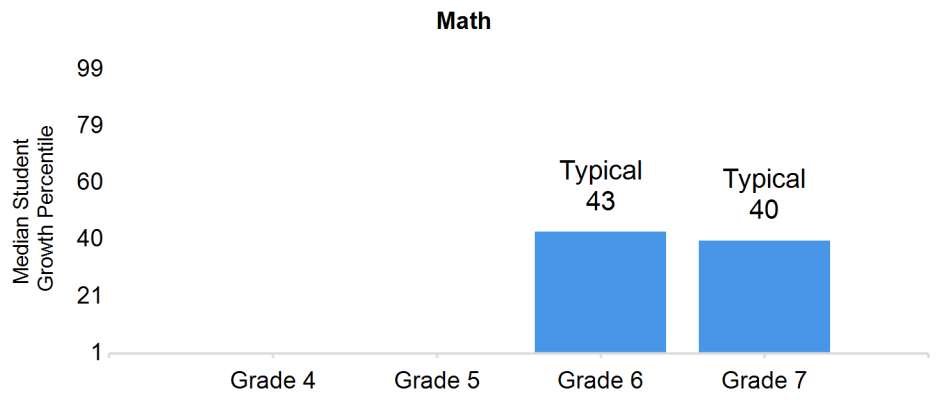




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	641	96.2	27.3	*	56.7	27.3	36.4	Not Met
White	*	*	*	43.8	65.6	*	**	**
Hispanic	404	95.8	24.8	22.5	42.5	24.8	37.3	Not Met
Black or African American	220	97.8	29.1	28.5	37.3	29.1	34	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	289	96.4	34.6	30.5	64.5	34.6		
Male	352	96.0	21.4	19.5	49.4	21.4		
Economically Disadvantaged Students	510	96.3	26.8	23.7	38.5	26.8	35.6	Not Met
Non-Economically Disadvantaged Students	131	95.8	29.1	30.0	67.5	29.1		
Students with Disabilities	139	94.6	*	*	21.6	*	13.1	Met Target†
Students without Disabilities	502	96.6	*	*	63.9	*		
English Learners	275	95.5	20.4	16.5	27.3	20.4	26	Not Met
Non-English Learners	366	96.7	32.5	32.3	59.4	32.5		
Homeless Students	*	*	*	16.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	728	724	754	19%	28%	30%	*	*	23%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	122	728	*	742	17%	30%	29%	*	*	24%	42%
Black or African American	67	728	727	737	21%	27%	31%	*	*	21%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	91	735	729	761	11%	24%	35%	*	*	30%	64%
Male	102	722	720	748	25%	32%	25%	*	*	17%	48%
Economically Disadvantaged Students	170	727	722	739	*	*	*	*	*	22%	37%
Non-Economically Disadvantaged Students	23	737	735	764	*	*	*	*	*	30%	68%
Students with Disabilities	39	714	*	723	36%	41%	*	*	*	10%	18%
Students without Disabilities	154	732	*	760	14%	25%	*	*	*	26%	63%
English Learners	33	708	*	712	*	*	*	*	*	*	*
Non-English Learners	160	732	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	247	725	729	760	25%	22%	28%	19%	6%	26%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	150	723	728	746	27%	21%	28%	*	*	23%	49%
Black or African American	90	727	731	740	21%	24%	27%	*	*	28%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	112	733	737	769	13%	24%	30%	*	*	33%	72%
Male	135	718	721	752	35%	21%	25%	*	*	19%	54%
Economically Disadvantaged Students	205	725	*	742	*	20%	28%	*	*	26%	44%
Non-Economically Disadvantaged Students	42	724	*	771	*	31%	26%	*	*	21%	73%
Students with Disabilities	47	702	707	721	*	*	*	*	*	*	22%
Students without Disabilities	200	731	734	768	*	*	*	*	*	*	71%
English Learners	27	684	685	705	*	*	*	*	*	*	11%
Non-English Learners	220	730	734	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	730	732	759	25%	15%	26%	*	*	34%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	134	726	*	744	31%	16%	25%	*	*	28%	45%
Black or African American	66	735	735	739	17%	15%	29%	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	94	735	740	768	21%	18%	19%	*	*	41%	69%
Male	115	727	724	751	28%	13%	31%	*	*	28%	52%
Economically Disadvantaged Students	143	729	730	740	27%	15%	24%	*	*	34%	42%
Non-Economically Disadvantaged Students	66	734	737	769	20%	17%	29%	*	*	35%	71%
Students with Disabilities	46	713	715	719	39%	24%	26%	*	*	11%	19%
Students without Disabilities	163	735	736	766	21%	13%	26%	*	*	40%	68%
English Learners	33	684	681	703	*	*	*	*	*	*	*
Non-English Learners	176	739	741	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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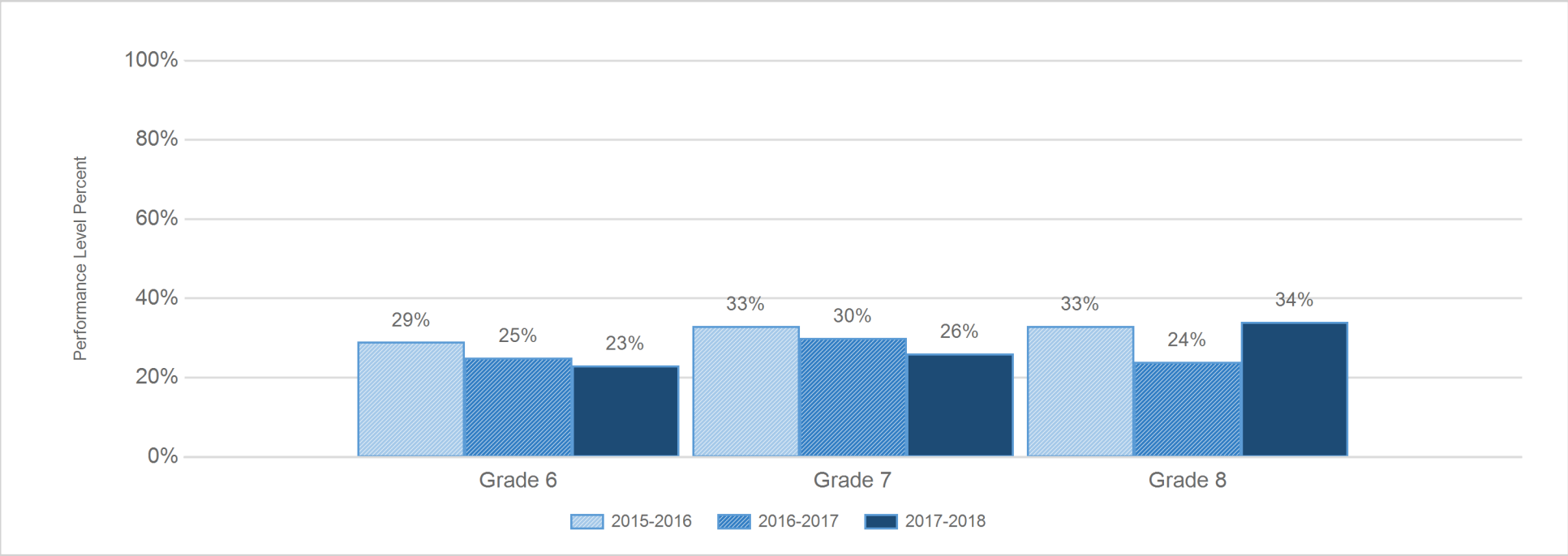
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	659	96.7	15.6	17.8	45.0	15.6	21.6	Not Met
White	*	*	*	33.3	54.1	*	**	**
Hispanic	420	96.2	15.5	18.4	29.2	15.5	23.3	Not Met
Black or African American	221	98.3	14.0	15.5	23.4	14.0	17.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.7	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	294	96.8	16.0	18.8	46.0	16.0		
Male	365	96.7	15.3	17.1	43.9	15.3		
Economically Disadvantaged Students	524	97.1	16.2	18.2	26.6	16.2	21.3	Not Met
Non-Economically Disadvantaged Students	135	95.5	13.4	16.5	55.9	13.4		
Students with Disabilities	141	95.9	*	*	17.1	*	16	Not Met
Students without Disabilities	518	97.0	*	*	50.5	*		
English Learners	291	96.2	14.4	15.1	24.6	14.4	19.9	Not Met
Non-English Learners	368	97.2	16.5	20.6	46.9	16.5		
Homeless Students	*	*	*	14.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	721	718	744	22%	35%	31%	12%	0%	12%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	127	723	*	731	17%	35%	37%	10%	0%	10%	27%
Black or African American	67	718	718	726	28%	36%	21%	15%	0%	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	92	724	719	745	16%	37%	33%	14%	0%	14%	45%
Male	107	718	718	742	26%	34%	30%	10%	0%	10%	42%
Economically Disadvantaged Students	175	721	718	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	24	721	723	753	*	*	*	*	*	*	56%
Students with Disabilities	40	714	*	717	*	*	*	*	*	*	13%
Students without Disabilities	159	723	*	748	*	*	*	*	*	*	49%
English Learners	38	708	*	713	*	*	*	*	*	*	11%
Non-English Learners	161	724	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

MAXSON MIDDLE SCHOOL
(39-4160-070)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	723	724	743	20%	36%	26%	*	*	18%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	160	723	725	732	18%	37%	28%	*	*	18%	27%
Black or African American	91	721	721	727	23%	36%	24%	16%	0%	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	116	725	725	745	18%	35%	28%	*	*	18%	45%
Male	142	721	723	741	21%	37%	24%	*	*	18%	42%
Economically Disadvantaged Students	212	724	*	730	18%	36%	26%	*	*	19%	24%
Non-Economically Disadvantaged Students	46	716	*	751	26%	39%	24%	*	*	11%	55%
Students with Disabilities	48	703	709	717	*	*	*	*	*	*	12%
Students without Disabilities	210	727	728	748	*	*	*	*	*	*	50%
English Learners	37	709	710	716	*	*	*	*	*	*	10%
Non-English Learners	221	725	726	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MAXSON MIDDLE SCHOOL
(39-4160-070)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	712	717	728	34%	33%	21%	*	*	12%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	133	713	*	722	36%	32%	19%	*	*	14%	22%
Black or African American	62	707	714	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	84	708	718	731	37%	37%	17%	*	*	10%	31%
Male	118	715	716	725	32%	31%	24%	*	*	14%	26%
Economically Disadvantaged Students	135	714	717	719	32%	35%	22%	*	*	11%	20%
Non-Economically Disadvantaged Students	67	708	715	735	39%	30%	18%	*	*	13%	35%
Students with Disabilities	46	701	703	705	52%	26%	*	*	*	11%	*
Students without Disabilities	156	715	720	735	29%	35%	*	*	*	12%	*
English Learners	44	702	697	705	*	*	*	*	*	*	10%
Non-English Learners	158	715	722	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	698	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MAXSON MIDDLE SCHOOL
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Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	751	718	746	*	0%	*	*	*	50%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	12	749	717	730	*	0%	*	*	*	50%	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	720	748	*	*	*	*	*	*	48%
Male	*	*	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	718	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	716	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	18	751	719	752	*	0%	*	*	*	50%	52%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	18	751	726	749	*	0%	*	*	*	50%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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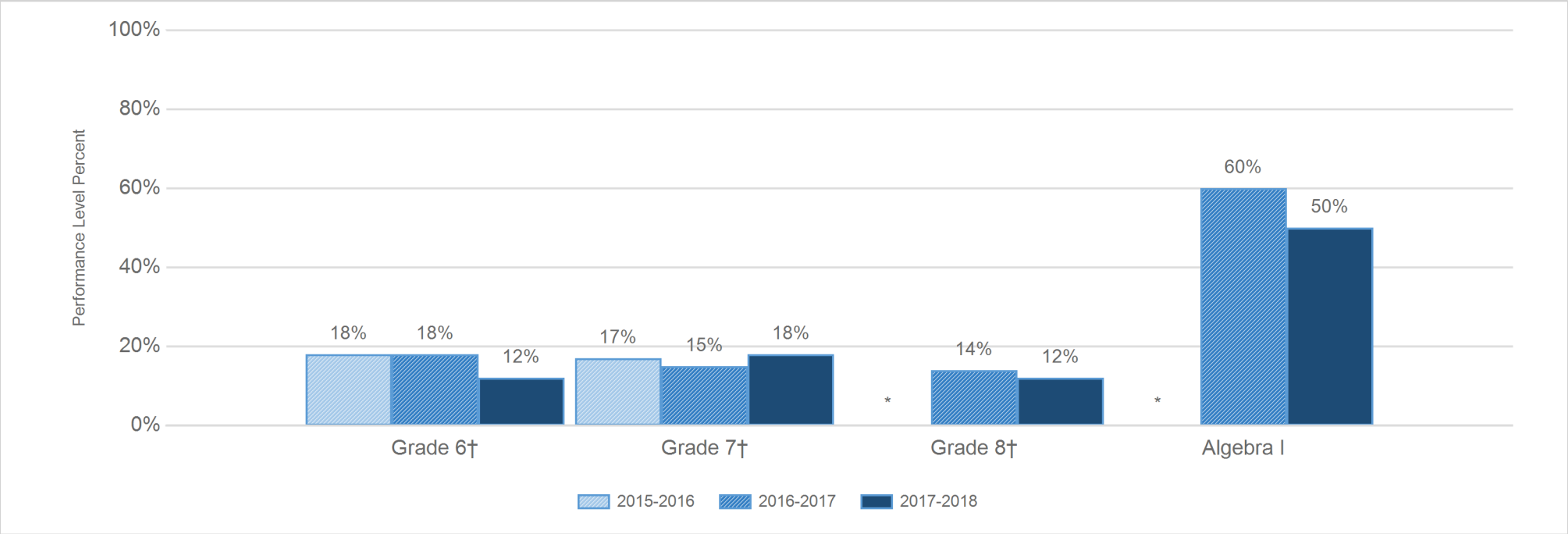
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	30.0%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	70	*	*
3-4	30	*	*
5 or more	13	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	206
7	0	0	259
8	18	0	215
Total	18	0	680

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	139	121	0	0	0	0	0
7	161	135	0	0	0	0	0
8	134	106	0	0	0	0	0
Total	434	362	0	0	0	0	0

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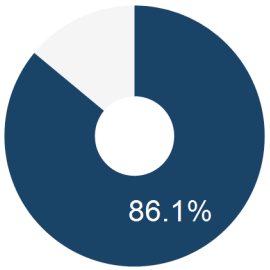
Visual and Performing Arts – Course Participation

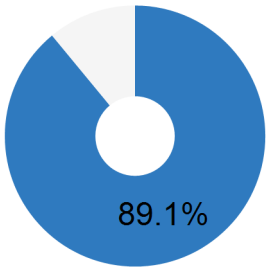
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

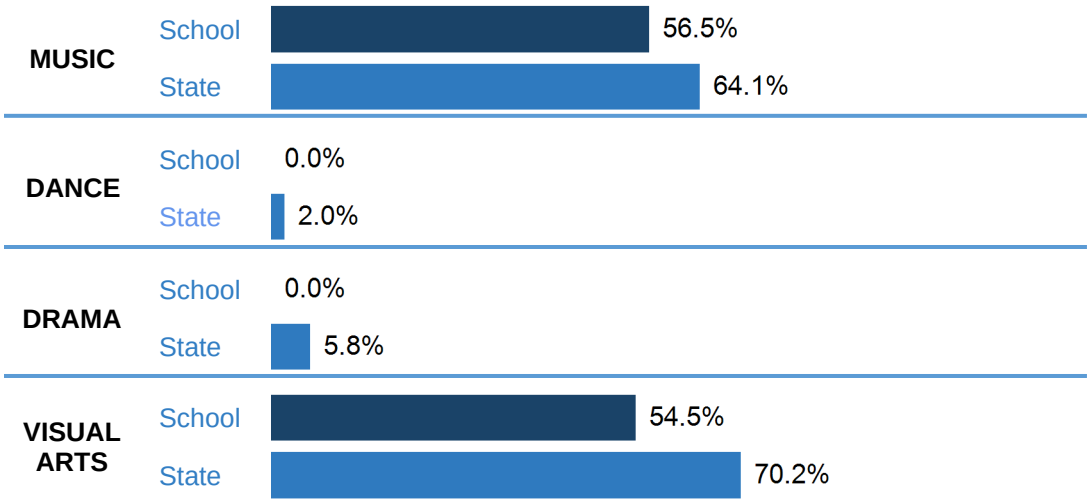


School



State

Students enrolled in one or more classes by discipline:



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

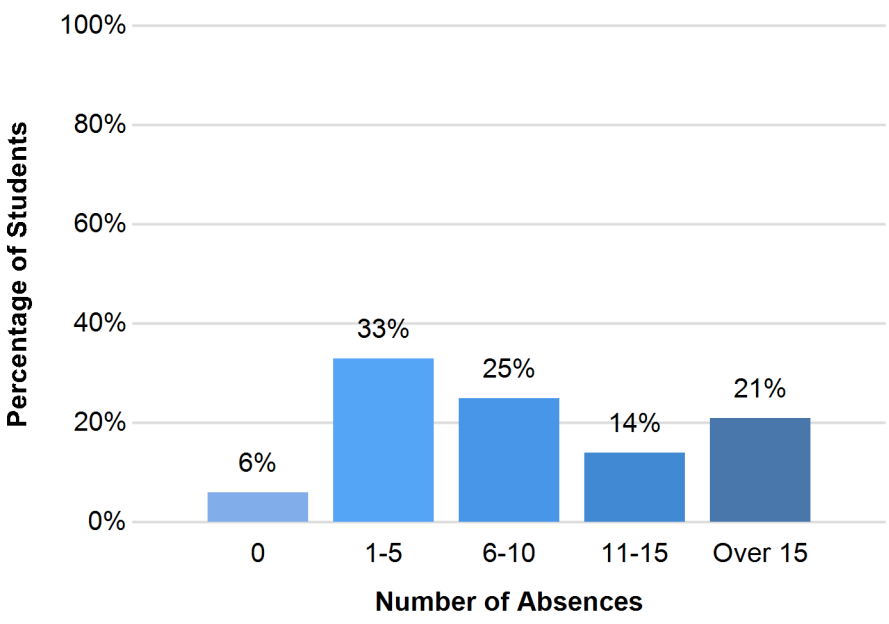
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	120	16.9	9.5	Not Met
White	*	*	**	**
Hispanic	81	17.6	9.5	Not Met
Black or African American	33	14.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	89	18.4	9.5	Not Met
Students with Disabilities	29	19.7	9.5	Not Met
English Learners	19	13.7	9.5	Not Met

Days Absent

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



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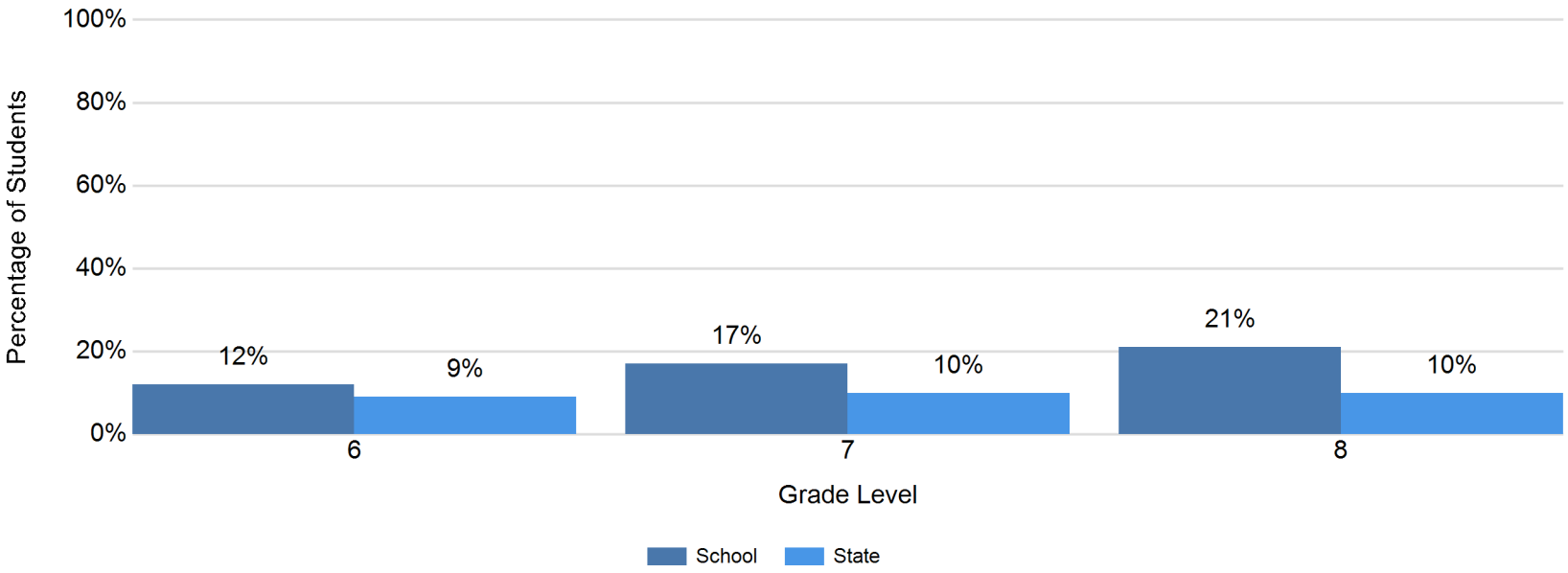
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.57

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	0	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
10

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 22 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$863	$14,777	$15,640

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	8.4	10.7
Teachers in district for 4 or more years	64.3%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	14.6	12.0
Administrators in district for 4 or more years	87.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	15:1
Students to Administrators	350:1	225:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		1843:1
Students to Nurses		512:1
Students to Counselors		576:1
Students to Child Study Team		242:1

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MAXSON MIDDLE SCHOOL
(39-4160-070)
Grades Offered: 06-08
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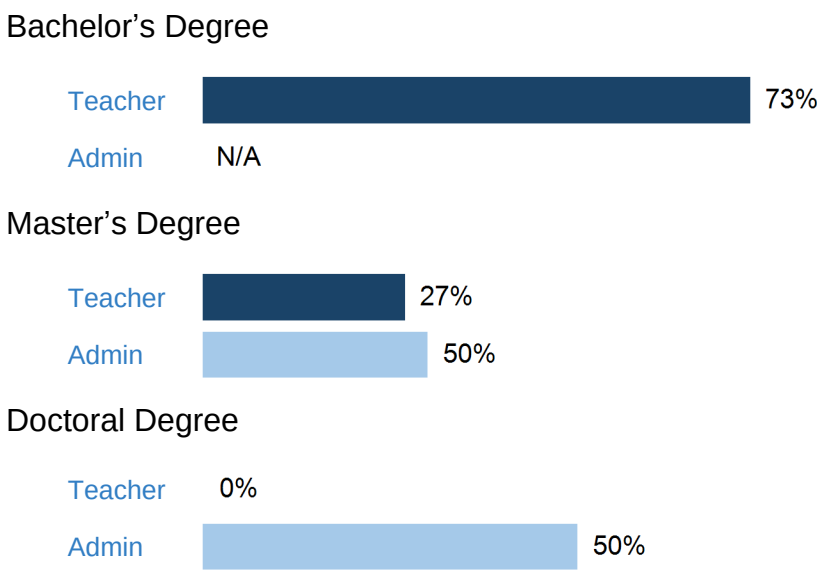
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.9%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.9%	50.0%
Male	41.1%	50.0%
White	32.1%	0.0%
Hispanic	16.1%	50.0%
Black or African American	48.2%	50.0%
Asian	3.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	9.72	15.0%
Mathematics Proficiency	6.93	15.0%
English Language Arts Growth	13.57	20.0%
Mathematics Growth	19.88	20.0%
Progress Towards English Language Proficiency	7.87	20.0%
Chronic Absenteeism	11.09	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	11.87	n/a
Summative Rating: Percentile Rank of Summative Score	3.20	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	17.03	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	25.98	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	20.96	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	31.38	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	21.13	14.08	No	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Maxson Middle School offers school wide STEM through Project Lead the Way that is being piloted at the 6th grade level for the initial implementation. • Maxson Middle School has a successful 1:1 technology initiative in which all students receive a Samsung Chromebook for use at school and home.
Mission, Vision, Theme:	Maxson Middle School home of the Falcons where our motto is “Soar to Success”. The Falcons abide by four overarching themes: Be Respectable, Be Responsible, Be Safe and Aim High. The campus is home to 686 students in 6th, 7th and 8th grade. English Language Learners (ELL) and Special Needs students are included into the general education classroom setting with appropriate teacher support. There are 65 full time classroom teachers and a host of support staff.
Awards, Recognition, Accomplishments:	The 2017-2018 school year marks our 8th year working in collaboration with the New Jersey Positive Behavior Support in Schools (NJPBSIS) program. As part of this program, the students receive “Falcon Feathers” from any member of the staff to support the good choices they make. Monthly drawings are conducted and students receive prizes that were donated by local businesses.

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Courses, Curriculum, Instruction:	A typical day consists of a nine-period day. All classes are 40 minutes long and students have the opportunity to take four elective classes throughout the school year. All students must wear district-mandated uniforms. School doors open at 8:10 a.m. and students must report to homeroom. Regular dismissal time is 2:50 p.m.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls), Softball (Girls)
Clubs and Activities:	Maxson Middle School's Clubs/Activities meet before and after school: Legendary Dance, Student Council, Library Club, Art Club, Science Club, Yearbook Club, A.V. Photography and Newspaper Club

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Before and After School Programs:	Maxson Middle School in collaboration with Based Youth Services offers homework support and recreational activities for students. Students also participate in the Soar to Success After School Program. As a part of this academy, students will receive additional support and opportunities to complete homework, get extra academic help, and join the after school clubs.
Staff and Professional Learning:	Maxson Middle Schools offers In-house teacher support continuously for accessing and organizing student performance data to plan for instruction. Staff participate in professional development on lesson plans, content areas, classroom management and data analysis to identify student strengths and weakness for reteaching and teaching.

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Student Supports and Services:	Maxson Middle Schools in collaboration with the district Special Services Department, various services are provided for students that have been identified through an IEP (Occupational Therapy, Physical Therapy, Speech Therapy) and without an IEP (504 accommodations). English Language Learners receive ESL support.
Student Health and Wellness:	Maxson Middle Schools provides a nutrient rich breakfast for all students promoting health and wellness. Students participate in a rigorous Physical education Program which is provided on campus and off campus.
Parent and Community Involvement:	Maxson Middle School has a very active PTO Executive Board that meets bi-monthly with the parents where they bring in outside presenters and workshops on various topics such as the Genesis Parent Portal. The PTO provides parent information at back to School Night, Parent Teacher Conferences and Winter/Spring Concerts.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	Maxson Middle School has a newly remodeled cafeteria, with new student and staff lounge furniture. The cafeteria has a state of the art sound system, buffet style serving stations, condiments stands and central air conditioning.
School Safety:	Maxson Middle School conducts School safety drills monthly; fire drill and lock down/secure in place. Maxson Middle School has three (3) security officers on site who monitor the building throughout the entire day. Teachers and staff completes Safe Schools training modules recommended by the Human Resource department on an annual basis.

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Technology and STEM:	Maxson Middle School is equipped with interactive boards in all classrooms. The district provides Chromebooks for each student at the secondary level, which are available for usage both at school/home. Maxson Middle School piloted two units of Project Lead the Way in Grade 6: Magic of Electron and Design and Models.