NJ SCHOOL PERFORMANCE REPORT

CLAYTON MIDDLE SCHOOL
(15-0860-045)
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
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† 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	GLOUCESTER
District	CLAYTON BORO
Principal Name	MR. TUCKER
Address	55 POP KRAMER BLVD CLAYTON, NJ 08312-1700
Phone Number	(856)881-8701
Email Address	MTUCKER@CLAYTONPS.ORG
Website	https://claytonps.org/schools/clayton-middle-school/
Facebook	https://www.facebook.com/ClaytonPSNJ/
Twitter	https://twitter.com/CPSNJ

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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	108	99	130
7	96	110	102
8	102	92	114
Total	306	301	346

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	45.8%	50.8%	50.9%
Male	54.2%	49.2%	49.1%
Economically Disadvantaged Students	51.0%	49.5%	49.1%
Students with Disabilities	16.0%	14.3%	17.1%
English Learners	2.3%	1.3%	1.2%
Homeless Students		2.7%	2.3%
Students in Foster Care		0.3%	0.9%
Military-Connected Students		0.0%	1.7%
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	48.7%	46.5%	48.3%
Hispanic	11.8%	13.0%	14.7%
Black or African American	29.4%	29.6%	25.1%
Asian	3.3%	3.0%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	6.9%	8.0%	9.2%

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	2.0%
Turkish	1.7%
Other Languages	0.3%

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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	45	46	50	Met Standard	47.5	49	50	Met Standard
White	50	49	50	Met Standard	46	48	51	Met Standard
Hispanic	51	44	49	Met Standard	56	48	48	Met Standard
Black or African American	36	44	44	Not Met	50	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	61	**	*	69	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	36	42	49	Not Met	39.5	39.5	51	Not Met
Economically Disadvantaged	36	44	48	Not Met	41	47	47	Met Standard
Students with Disabilities	28	36	41	Not Met	41	43	43	Met Standard
English Learners	49	46.5	54	**	*	61	51	**

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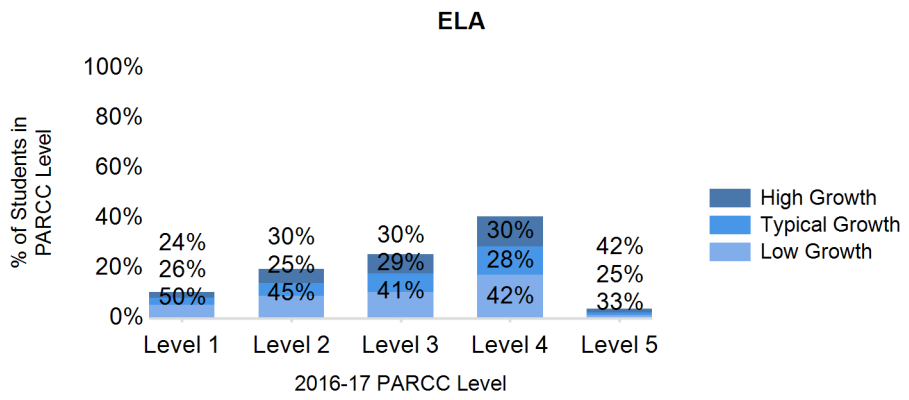
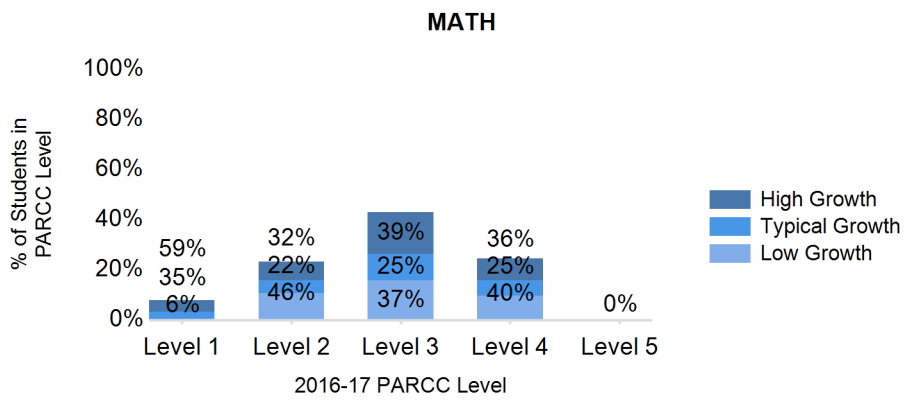
Student Growth by Performance Level

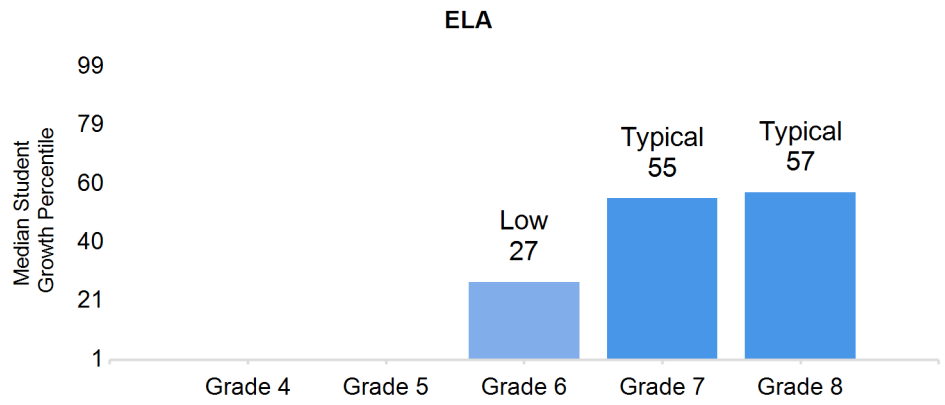
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

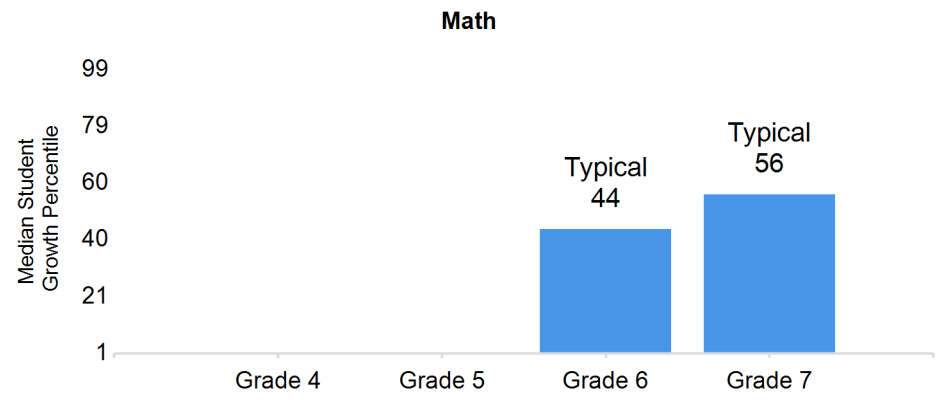




Student Growth by Grade

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	338	98.6	45.0	41.1	56.7	45.0	44.5	Met Target
White	166	98.8	48.7	45.4	65.6	48.7	48.6	Met Target
Hispanic	52	100.0	48.1	43.0	42.5	48.1	31.1	Met Target
Black or African American	79	96.5	31.7	29.4	37.3	31.7	33.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	32	100.0	46.9	41.8	63.4	46.9	51.5	Met Target†
Female	172	98.3	54.1	50.0	64.5	54.1		
Male	166	98.8	35.5	33.1	49.4	35.5		
Economically Disadvantaged Students	160	98.2	33.1	31.5	38.5	33.1	34	Met Target†
Non-Economically Disadvantaged Students	178	98.9	55.6	49.6	67.5	55.6		
Students with Disabilities	60	96.9	10.0	*	21.6	10.0	14	Met Target†
Students without Disabilities	278	98.9	52.5	*	63.9	52.5		
English Learners	12	100.0	50.0	*	27.3	50.0	**	**
Non-English Learners	326	98.5	44.8	*	59.4	44.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	45.5	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† 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 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	126	742	742	754	8%	19%	33%	*	*	40%	56%
White	62	740	740	761	*	18%	37%	*	*	35%	66%
Hispanic	23	743	743	742	*	*	*	*	*	57%	42%
Black or African American	25	738	738	737	*	*	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	12	754	754	761	0%	*	*	*	*	42%	64%
Female	59	746	746	761	*	20%	34%	*	*	44%	64%
Male	67	738	738	748	*	18%	31%	*	*	37%	48%
Economically Disadvantaged Students	60	737	737	739	*	22%	33%	*	*	33%	37%
Non-Economically Disadvantaged Students	66	747	747	764	*	17%	32%	*	*	47%	68%
Students with Disabilities	19	723	723	723	*	*	*	*	*	26%	18%
Students without Disabilities	107	746	746	760	*	*	*	*	*	43%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	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	101	749	749	760	13%	14%	19%	36%	19%	54%	63%
White	44	758	758	768	*	*	*	39%	27%	66%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	28	731	731	740	*	*	*	*	*	32%	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	13	742	742	767	*	*	*	*	*	46%	68%
Female	58	756	756	769	*	*	*	*	*	62%	72%
Male	43	738	738	752	*	*	*	*	*	44%	54%
Economically Disadvantaged Students	51	741	741	742	*	*	*	*	*	45%	44%
Non-Economically Disadvantaged Students	50	756	756	771	*	*	*	*	*	64%	73%
Students with Disabilities	19	716	716	721	*	*	*	*	*	*	22%
Students without Disabilities	82	756	756	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	101	749	749	762	13%	14%	19%	36%	19%	54%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	739	739	759	19%	13%	26%	*	*	42%	60%
White	60	745	745	767	*	*	25%	*	*	52%	70%
Hispanic	15	739	739	744	*	*	*	*	*	33%	45%
Black or African American	28	728	728	739	*	*	*	*	*	25%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	55	751	751	768	*	*	20%	*	*	56%	69%
Male	57	728	728	751	*	*	32%	*	*	28%	52%
Economically Disadvantaged Students	50	718	718	740	*	*	24%	*	*	20%	42%
Non-Economically Disadvantaged Students	62	757	757	769	*	*	27%	*	*	60%	71%
Students with Disabilities	20	704	704	719	*	*	*	*	*	*	19%
Students without Disabilities	92	747	747	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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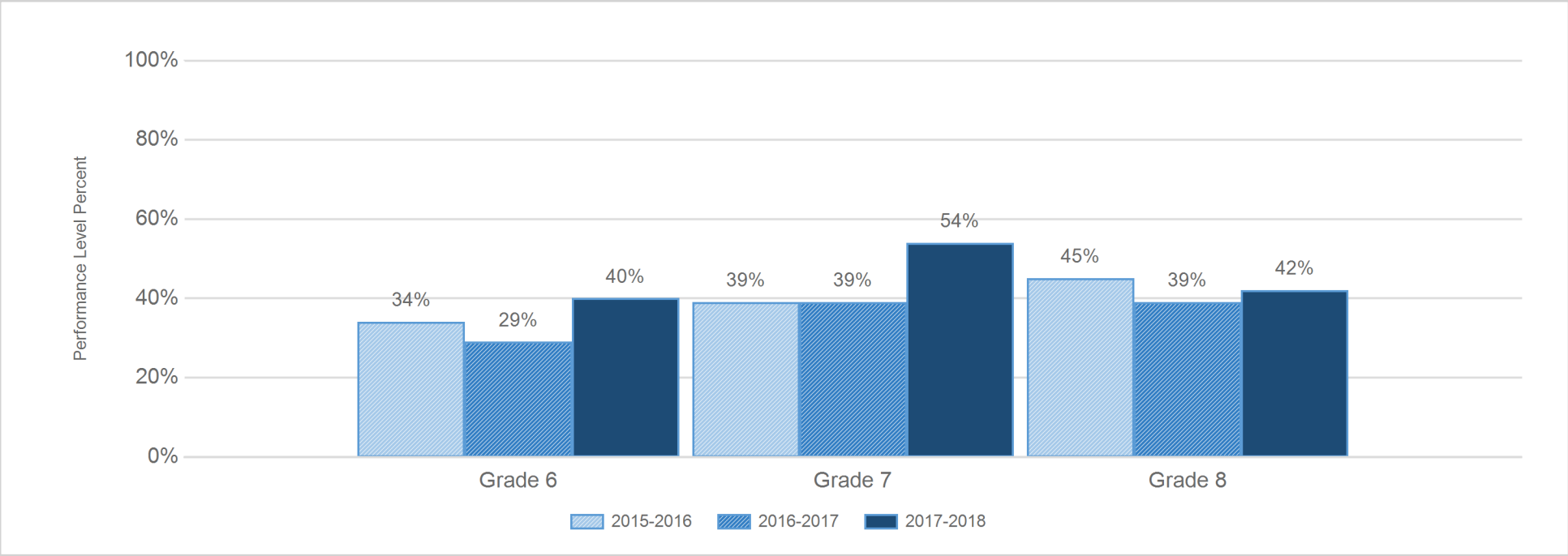
English Language Arts/Literacy Assessment - Performance Trends

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	338	98.6	30.8	25.3	45.0	30.8	39.1	Not Met
White	166	98.8	32.5	26.6	54.1	32.5	39.7	Not Met
Hispanic	52	100.0	28.8	31.5	29.2	28.8	38.9	Met Target†
Black or African American	79	96.5	21.6	*	23.4	21.6	31.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	32	100.0	31.3	20.9	53.0	31.3	49.6	Not Met
Female	172	98.3	32.5	25.0	46.0	32.5		
Male	166	98.8	28.9	25.4	43.9	28.9		
Economically Disadvantaged Students	160	98.2	20.6	16.5	26.6	20.6	29.5	Not Met
Non-Economically Disadvantaged Students	178	98.9	39.8	32.8	55.9	39.8		
Students with Disabilities	60	96.9	10.0	*	17.1	10.0	14	Met Target†
Students without Disabilities	278	98.9	35.3	*	50.5	35.3		
English Learners	12	100.0	50.0	*	24.6	50.0	**	**
Non-English Learners	326	98.5	30.0	*	46.9	30.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	45.5	45.8	*		
Migrant Students	N	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	126	735	735	744	10%	21%	38%	*	*	31%	44%
White	62	732	732	751	*	19%	37%	*	*	29%	54%
Hispanic	23	737	737	731	*	*	*	*	*	39%	27%
Black or African American	25	732	732	726	*	*	40%	*	*	24%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	12	743	743	749	0%	0%	*	*	*	25%	52%
Female	59	734	734	745	*	*	47%	*	*	24%	45%
Male	67	736	736	742	*	*	30%	*	*	37%	42%
Economically Disadvantaged Students	60	730	730	729	*	*	37%	*	*	23%	24%
Non-Economically Disadvantaged Students	66	740	740	753	*	*	39%	*	*	38%	56%
Students with Disabilities	19	720	720	717	*	*	*	*	*	26%	13%
Students without Disabilities	107	738	738	748	*	*	*	*	*	32%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CLAYTON MIDDLE SCHOOL
(15-0860-045)
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	101	737	737	743	*	31%	29%	*	*	36%	43%
White	44	744	744	750	0%	*	36%	*	*	43%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	28	724	724	727	*	50%	*	*	*	18%	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	13	733	733	748	*	*	*	*	*	31%	51%
Female	58	739	739	745	*	31%	24%	*	*	41%	45%
Male	43	734	734	741	*	30%	35%	*	*	28%	42%
Economically Disadvantaged Students	51	731	731	730	*	35%	29%	*	*	25%	24%
Non-Economically Disadvantaged Students	50	743	743	751	*	26%	28%	*	*	46%	55%
Students with Disabilities	19	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	82	742	742	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	101	737	737	744	*	31%	29%	*	*	36%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CLAYTON MIDDLE SCHOOL
(15-0860-045)
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	93	716	716	728	27%	37%	22%	15%	0%	15%	28%
White	50	722	722	736	20%	34%	26%	20%	0%	20%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	23	707	707	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	42	719	719	731	*	38%	24%	*	*	17%	31%
Male	51	714	714	725	*	35%	20%	*	*	14%	26%
Economically Disadvantaged Students	47	706	706	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	46	727	727	735	*	*	*	*	*	*	35%
Students with Disabilities	20	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	73	721	721	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CLAYTON MIDDLE SCHOOL
(15-0860-045)
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	19	773	735	746	0%	0%	*	*	*	84%	46%
White	10	769	738	755	0%	0%	*	*	*	80%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	700	716	N	N	N	N	N	N	13%
Students without Disabilities	19	773	742	752	0%	0%	*	*	*	84%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	19	773	*	749	0%	0%	*	*	*	84%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	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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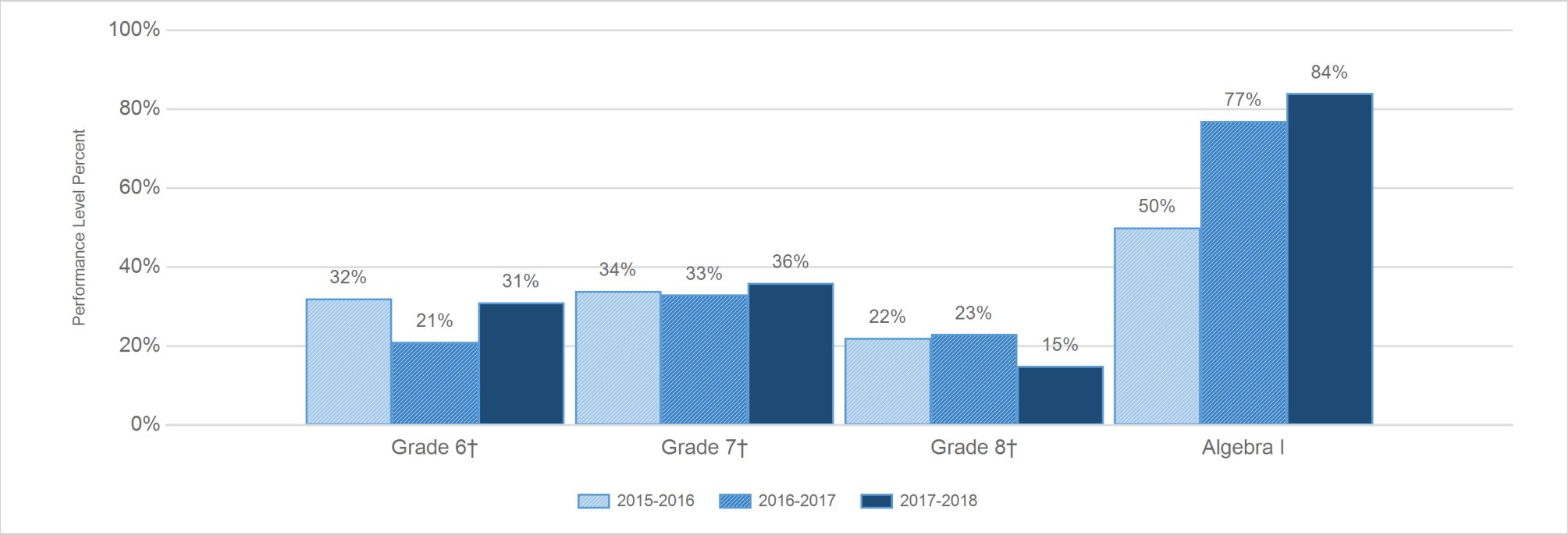
Mathematics Assessment – Performance Trends

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	N	N
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	*	*	*

† 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	N	N	N
3-4	N	N	N
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	130
7	0	0	102
8	19	0	96
Total	19	0	328

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	109	0	0	0	0	0
7	0	95	0	0	0	0	0
8	0	100	0	0	0	0	0
Total	0	304	0	0	0	0	0

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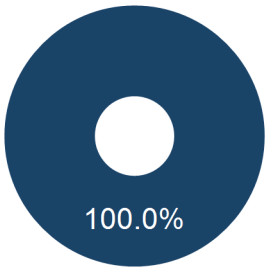
Visual and Performing Arts – Course Participation

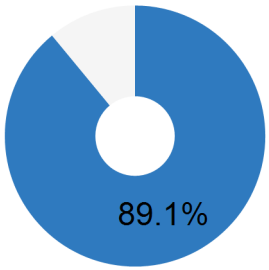
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

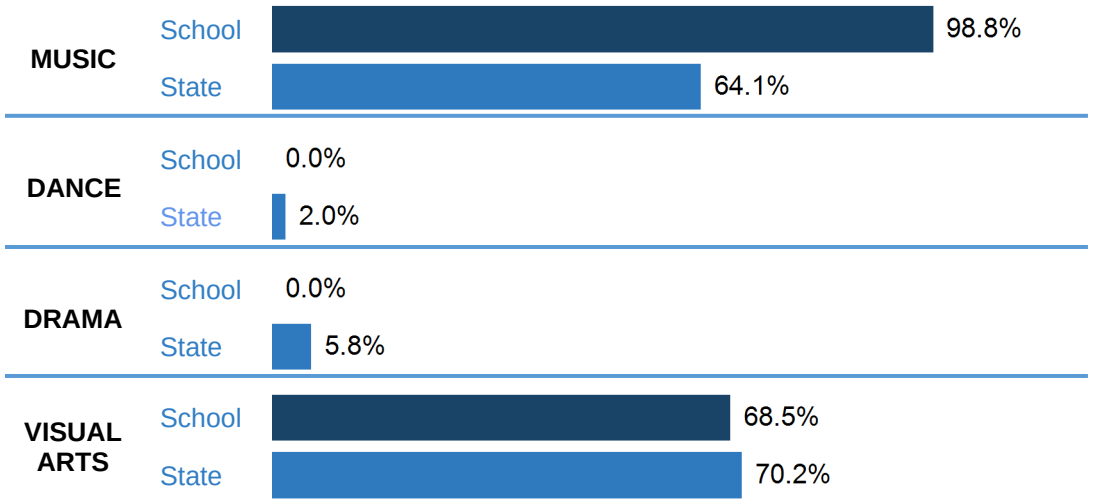


School



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.

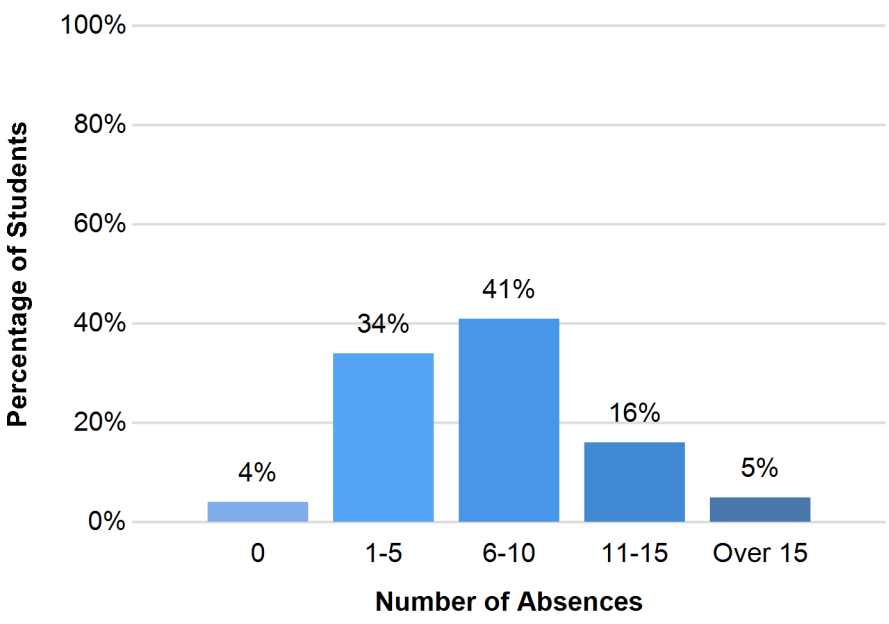
Chronic Absenteeism

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	13	3.7	9.5	Met
White	2	1.2	9.5	Met
Hispanic	1	2.0	9.5	Met
Black or African American	8	9.2	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	6.3	9.5	Met
Economically Disadvantaged Students	13	7.5	9.5	Met
Students with Disabilities	6	9.4	9.5	Met
English Learners	*	*	**	**

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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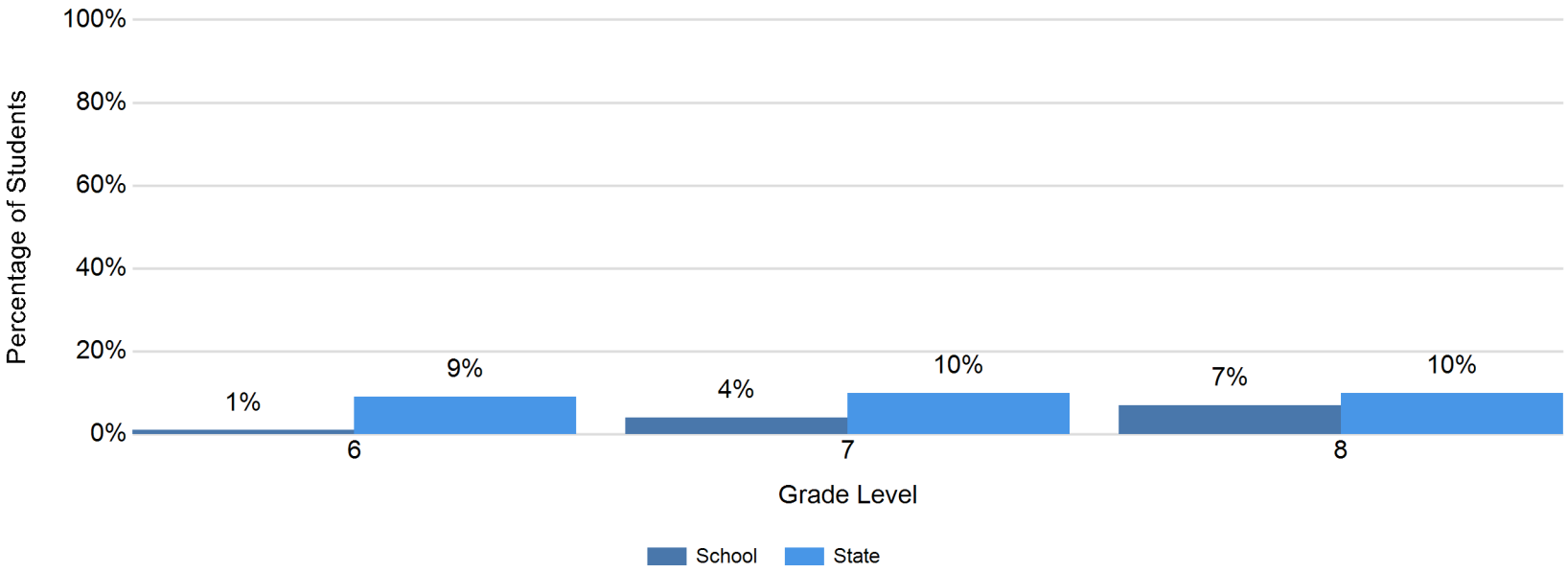
Chronic Absenteeism by Grade

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	15
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	8.09

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
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	2	2	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	2	3
Disability	0	0	0
Other	3	7	10
No Identified Nature	2		2

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	28	8.1%
Out-of-School Suspensions	32	9.2%
Any Suspension	32	9.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
106

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

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	7.4:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,196	$11,053	$12,249

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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	17	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	58.8%	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	9	9,374
Average years experience in public schools	7.6	16.0
Average years experience in district	7.6	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	20:1	12:1
Students to Administrators	346:1	159:1
Teachers to Administrators	17:1	13:1
Students to Librarians/Media Specialists		1432:1
Students to Nurses		477:1
Students to Counselors		358:1
Students to Child Study Team		716:1

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(15-0860-045)
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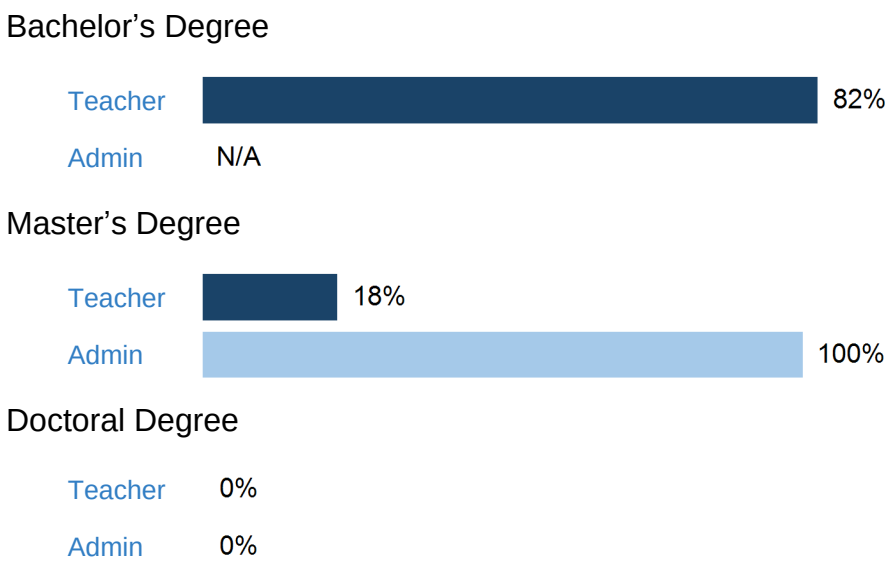
Teachers and Administrators - Level of Education

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



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	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	92.3%

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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	64.7%	0.0%
Male	35.3%	100.0%
White	94.1%	0.0%
Hispanic	0.0%	0.0%
Black or African American	5.9%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	22.51	17.5%
Mathematics Proficiency	16.23	17.5%
English Language Arts Growth	26.66	25.0%
Mathematics Growth	38.46	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	83.57	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.60	n/a
Summative Rating: Percentile Rank of Summative Score	26.66	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	37.55	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	63.94	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	46.85	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	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	21.64	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Economically Disadvantaged Students	32.28	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	31.46	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• 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:	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:	Our students have won awards throughout the years as teachers enter their students into different writing contest. Many of our students have been winners in various contest. “Scholastic Magazine”, “Fire Is” ,"The Patriot’s Pen” and “Week of Respect” to name a few. Our teachers do a remarkable job searching for opportunities for our students to achieve. We were also awarded Sustainable NJ Bronze Certification.

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Courses, Curriculum, Instruction:	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 a cycle courses such as; a Foreign Language, Computer Science, Robotics, Music Band.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) Boys and Girls teams include: Soccer, Basketball, Wrestling, Spring Track & Field, and Cross Country. Softball also offered for Girls. With so many choices, many students are able to participate, develop their skills and confidence in preparation for high school.
Clubs and Activities:	N

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Before and After School Programs:	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 is 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.
Staff and Professional Learning:	Content area specific professional development, behavior and classroom management, instructional technology, professional development experiences based on the individual staff member's professional development plan and State mandated professional development. Differentiated instructional practices, strategies to support diverse learners. Each staff member participates in a professional learning community with their grade level and/or department.

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Student Supports and Services:	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. Homework help is another option, students can receive immediate attention in subject areas of need.
Student Health and Wellness:	Clayton students receive 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.
Parent and Community Involvement:	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.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Our gym, includes new flooring, bleachers, sound system and lockers.Students have use of soccer fields and a resurfaced track. 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.
School Safety:	Two monthly fire and classroom lock-down drills for all students, faculty and staff. Secured entrances with video and audio answering capabilities. Security staff in all buildings. Outside emergency warning lights. Participation in WeTip's Anti-Bullying and National School Safety anonymous hotline programs enable our students and families to get involved in establishing safe and crime free schools and communities.

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Technology and STEM:	Online communication is critical to the students' learning of 21st Century skills and tools such as blogging, podcasting and chatting. These tools offer an authentic real world vehicle for student expression. In an effort to put students at the center and empower them to take control of their own learning, Clayton Public School District will be providing students with their own individual Apple iPad for use in the classroom and at home.

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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