NJ SCHOOL PERFORMANCE REPORT

GROVER CLEVELAND ELEMENTARY SCHOOL
(39-4290-090)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	RAHWAY CITY
Principal Name	MR. GIAMBRONE
Address	486 E MILTON AVE RAHWAY, NJ 07065-5202
Phone Number	(732)396-1040
Email Address	AGIAMBRONE@RAHWAY.NET
Website	https://www.rahway.net/Domain/9

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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
PK	60	63	69
KG	55	64	64
1	62	68	62
2	76	66	63
3	79	73	64
4	75	80	76
5	64	81	85
6	68	60	77
Total	539	555	560

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	46.2%	47.2%	49.3%
Male	53.8%	52.8%	50.7%
Economically Disadvantaged Students	66.2%	63.4%	62.9%
Students with Disabilities	15.6%	15.0%	15.8%
English Learners	14.1%	11.2%	10.5%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.4%	0.4%
Military-Connected Students		0.2%	0.4%
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	6.9%	5.4%	5.1%
Hispanic	32.1%	32.8%	33.3%
Black or African American	52.1%	51.0%	50.7%
Asian	2.4%	3.6%	3.7%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.2%	0.4%
Two or More Races	5.8%	6.5%	6.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	56	60	39
PK - Full Day	4	3	30
KG - Half Day	0	0	0
KG - Full Day	55	64	64

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	75.4%
Spanish	17.6%
Portuguese	1.2%
Other Languages	5.9%

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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	42	40	50	Met Standard	47	48	50	Met Standard
White	63	40	50	**	34	51	51	**
Hispanic	40	38	49	Met Standard	45.5	48	48	Met Standard
Black or African American	43	41	44	Met Standard	49	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	43.5	61	**	*	52	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	16	45	49	**	34	45	51	**
Economically Disadvantaged	42	38	48	Met Standard	48	46	47	Met Standard
Students with Disabilities	42.5	32.5	41	Met Standard	41.5	41	43	Met Standard
English Learners	47	45	54	Met Standard	46	48	51	Met Standard

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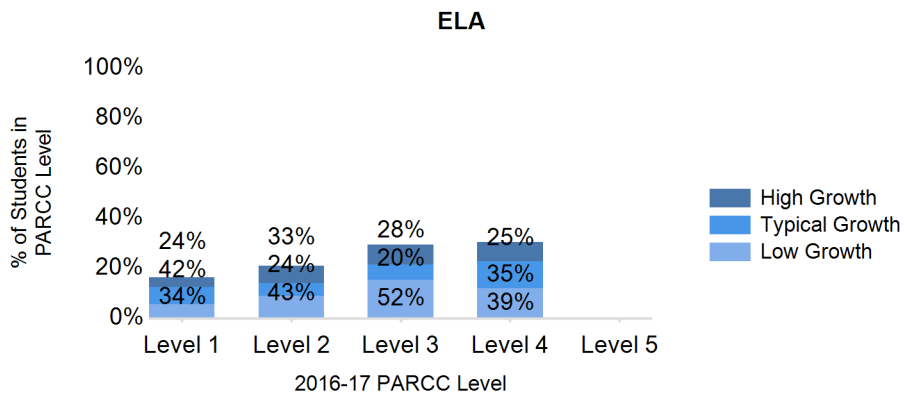
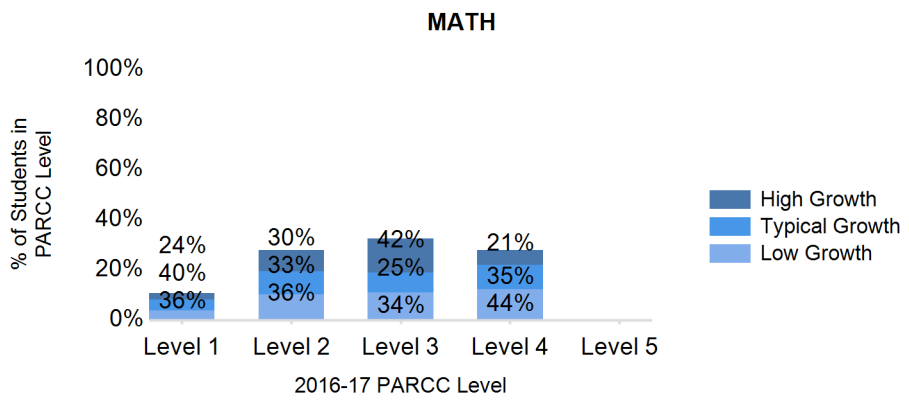
Student Growth by Performance Level

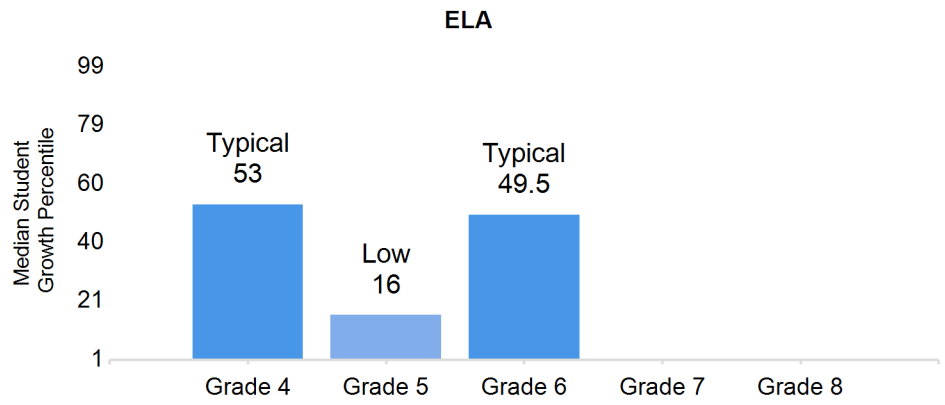
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

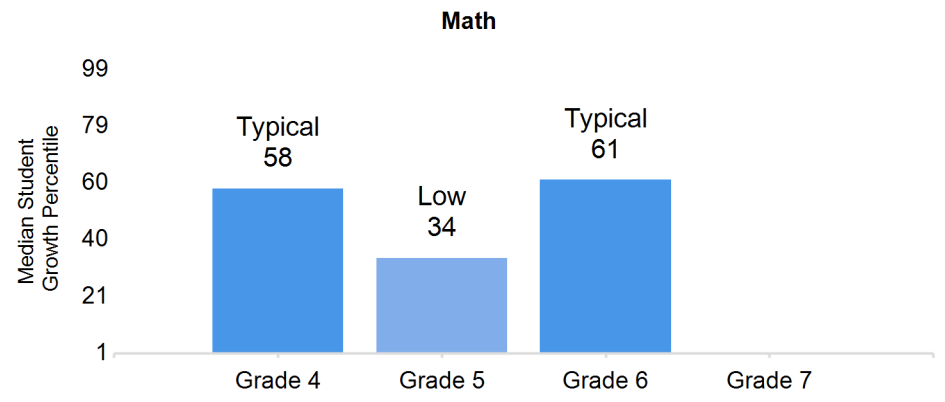




Student Growth by Grade

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	325	99.7	33.6	40.0	56.7	33.6	42.4	Not Met
White	18	100.0	44.4	50.8	65.6	44.4	**	**
Hispanic	104	100.0	32.6	37.7	42.5	32.6	39.6	Met Target†
Black or African American	168	99.4	32.1	37.2	37.3	32.1	42	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	16.7	*	82.3	16.7	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	23	100.0	47.8	43.3	63.4	47.8	51.5	Met Target†
Female	147	100.0	36.7	48.3	64.5	36.7		
Male	178	99.5	30.9	32.6	49.4	30.9		
Economically Disadvantaged Students	224	99.6	29.9	34.4	38.5	29.9	36.6	Not Met
Non-Economically Disadvantaged Students	101	100.0	41.6	47.2	67.5	41.6		
Students with Disabilities	58	98.4	12.0	11.1	21.6	12.0	16.6	Met Target†
Students without Disabilities	267	100.0	38.2	46.2	63.9	38.2		
English Learners	56	100.0	28.6	*	27.3	28.6	31.7	Met Target†
Non-English Learners	269	99.6	34.5	*	59.4	34.5		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	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 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	72	711	730	750	44%	21%	18%	17%	0%	17%	52%
White	*	*	740	759	*	*	*	*	*	*	61%
Hispanic	21	711	729	736	*	*	*	*	*	14%	38%
Black or African American	37	707	722	733	57%	*	*	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	741	758	*	*	*	*	*	*	58%
Female	40	718	736	756	*	*	*	*	*	*	57%
Male	32	701	724	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	50	708	722	733	*	*	*	*	*	12%	34%
Non-Economically Disadvantaged Students	22	716	740	762	*	*	*	*	*	27%	64%
Students with Disabilities	10	681	685	719	*	*	*	*	*	*	24%
Students without Disabilities	62	715	735	756	*	*	*	*	*	*	57%
English Learners	*	*	715	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	733	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	84	737	740	756	20%	12%	30%	38%	0%	38%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	27	746	742	744	*	*	*	48%	0%	48%	44%
Black or African American	52	732	735	739	*	*	31%	33%	0%	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	31	734	747	762	*	*	35%	32%	0%	32%	63%
Male	53	738	735	751	*	*	26%	42%	0%	42%	53%
Economically Disadvantaged Students	61	735	737	740	*	*	*	36%	0%	36%	40%
Non-Economically Disadvantaged Students	23	741	744	767	*	*	*	43%	0%	43%	70%
Students with Disabilities	11	707	*	726	*	*	0%	*	*	18%	25%
Students without Disabilities	73	741	*	762	*	*	34%	*	*	41%	64%
English Learners	10	735	732	720	*	*	*	*	*	30%	17%
Non-English Learners	74	737	741	759	*	*	*	*	*	39%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	88	731	740	755	14%	30%	30%	*	*	27%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	28	731	739	743	*	*	36%	*	*	25%	43%
Black or African American	41	726	733	738	*	39%	*	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	11	742	750	763	0%	*	*	*	*	36%	65%
Female	40	738	745	762	*	30%	25%	*	*	38%	66%
Male	48	725	736	749	*	29%	33%	*	*	19%	51%
Economically Disadvantaged Students	58	728	734	739	*	*	26%	*	*	26%	39%
Non-Economically Disadvantaged Students	30	736	748	766	*	*	37%	*	*	30%	71%
Students with Disabilities	11	702	703	724	*	*	*	*	*	*	22%
Students without Disabilities	77	735	747	762	*	*	*	*	*	*	65%
English Learners	*	*	699	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	742	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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	80	745	741	754	*	20%	24%	*	*	49%	56%
White	*	*	750	761	*	*	*	*	*	*	66%
Hispanic	24	740	736	742	*	*	*	*	*	38%	42%
Black or African American	42	750	*	737	*	*	24%	*	*	57%	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	33	752	750	761	*	*	*	*	*	61%	64%
Male	47	741	733	748	*	*	*	*	*	40%	48%
Economically Disadvantaged Students	56	741	738	739	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	24	756	746	764	*	*	*	*	*	67%	68%
Students with Disabilities	17	710	*	723	*	*	0%	*	*	12%	18%
Students without Disabilities	63	755	*	760	*	*	30%	*	*	59%	63%
English Learners	*	*	714	712	*	*	*	*	*	*	*
Non-English Learners	*	*	742	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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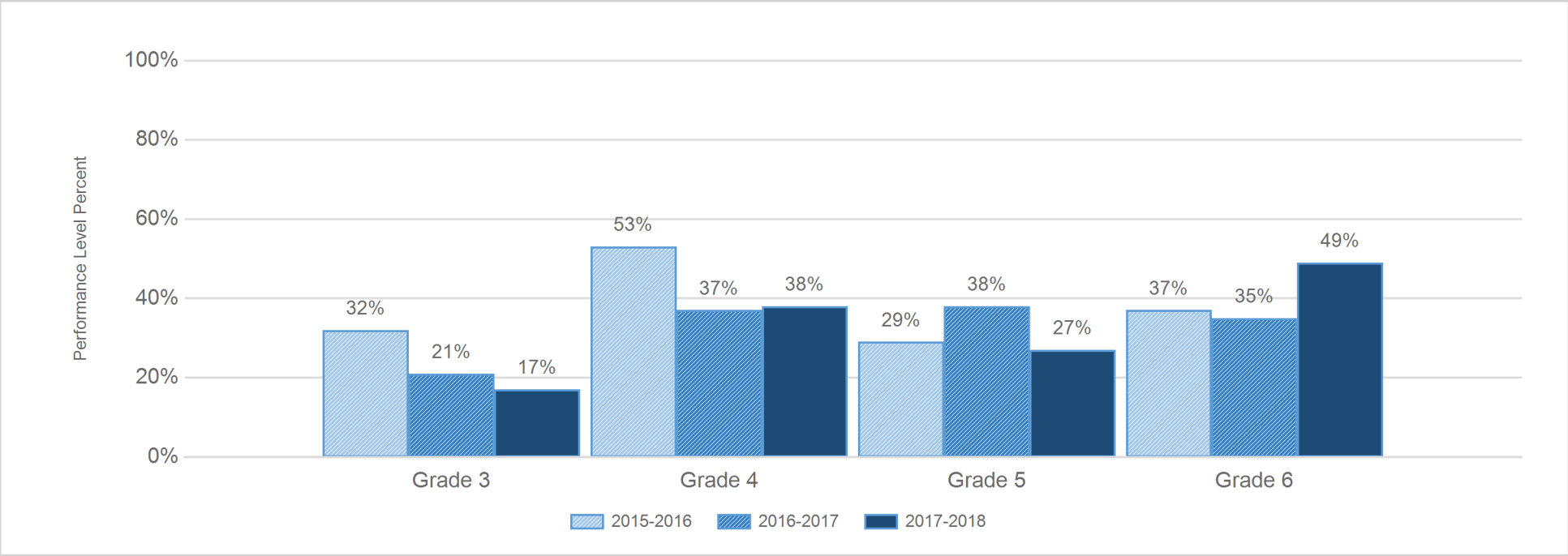
English Language Arts/Literacy Assessment - Performance Trends

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	325	99.7	29.9	28.1	45.0	29.9	39.6	Not Met
White	18	100.0	44.4	41.4	54.1	44.4	**	**
Hispanic	104	100.0	26.0	*	29.2	26.0	42.6	Not Met
Black or African American	168	99.4	28.0	21.6	23.4	28.0	37.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	33.3	*	77.0	33.3	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	23	100.0	47.8	24.3	53.0	47.8	35.6	Met Target
Female	147	100.0	30.7	*	46.0	30.7		
Male	178	99.5	29.2	*	43.9	29.2		
Economically Disadvantaged Students	224	99.6	26.3	*	26.6	26.3	36.3	Not Met
Non-Economically Disadvantaged Students	101	100.0	37.7	*	55.9	37.7		
Students with Disabilities	58	98.4	*	*	17.1	*	11.4	Met Target†
Students without Disabilities	267	100.0	*	*	50.5	*		
English Learners	56	100.0	26.8	25.0	24.6	26.8	39.5	Not Met
Non-English Learners	269	99.6	30.5	28.7	46.9	30.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

GROVER CLEVELAND ELEMENTARY SCHOOL
(39-4290-090)
Grades Offered: PK-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	72	725	739	752	19%	39%	17%	*	*	25%	53%
White	*	*	751	760	*	*	*	*	*	*	64%
Hispanic	21	721	738	739	*	52%	*	*	*	14%	38%
Black or African American	37	718	730	734	27%	41%	*	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	752	757	*	*	*	*	*	*	59%
Female	40	723	738	752	*	38%	*	*	*	23%	53%
Male	32	727	741	751	*	41%	*	*	*	28%	53%
Economically Disadvantaged Students	50	721	733	736	*	36%	*	*	*	22%	35%
Non-Economically Disadvantaged Students	22	735	748	762	*	45%	*	*	*	32%	66%
Students with Disabilities	10	713	715	730	*	*	0%	*	*	20%	29%
Students without Disabilities	62	727	742	756	*	*	19%	*	*	26%	57%
English Learners	*	*	729	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	741	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	84	732	738	748	12%	25%	39%	*	*	24%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	27	740	740	737	*	*	48%	*	*	26%	34%
Black or African American	52	728	733	730	*	29%	31%	*	*	25%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	31	729	739	748	*	*	39%	*	*	19%	50%
Male	53	733	737	748	*	*	40%	*	*	26%	49%
Economically Disadvantaged Students	61	730	735	733	*	*	*	*	*	21%	30%
Non-Economically Disadvantaged Students	23	736	742	758	*	*	*	*	*	30%	62%
Students with Disabilities	11	701	*	725	*	*	*	*	*	*	22%
Students without Disabilities	73	736	*	753	*	*	*	*	*	*	55%
English Learners	10	728	730	722	0%	*	*	*	*	20%	16%
Non-English Learners	74	732	739	750	14%	*	*	*	*	24%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	88	734	737	748	*	30%	*	41%	0%	41%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	28	732	736	736	*	*	*	36%	0%	36%	32%
Black or African American	41	730	730	730	*	44%	*	37%	0%	37%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	11	747	741	754	0%	*	*	*	*	55%	55%
Female	40	737	737	749	*	30%	*	43%	0%	43%	50%
Male	48	732	737	747	*	29%	*	40%	0%	40%	48%
Economically Disadvantaged Students	58	733	732	733	*	*	*	38%	0%	38%	29%
Non-Economically Disadvantaged Students	30	737	743	758	*	*	*	47%	0%	47%	62%
Students with Disabilities	11	712	715	726	*	*	*	*	*	*	20%
Students without Disabilities	77	738	741	752	*	*	*	*	*	*	55%
English Learners	*	*	715	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	738	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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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	80	736	731	744	*	21%	38%	*	*	31%	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	24	735	726	731	*	*	42%	*	*	25%	27%
Black or African American	42	741	*	726	*	*	43%	*	*	36%	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	33	736	733	745	*	*	*	*	*	39%	45%
Male	47	737	729	742	*	*	*	*	*	26%	42%
Economically Disadvantaged Students	56	733	728	729	*	*	36%	*	*	27%	24%
Non-Economically Disadvantaged Students	24	745	735	753	*	*	42%	*	*	42%	56%
Students with Disabilities	17	704	*	717	*	*	*	*	*	*	13%
Students without Disabilities	63	745	*	748	*	*	*	*	*	*	49%
English Learners	*	*	702	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	732	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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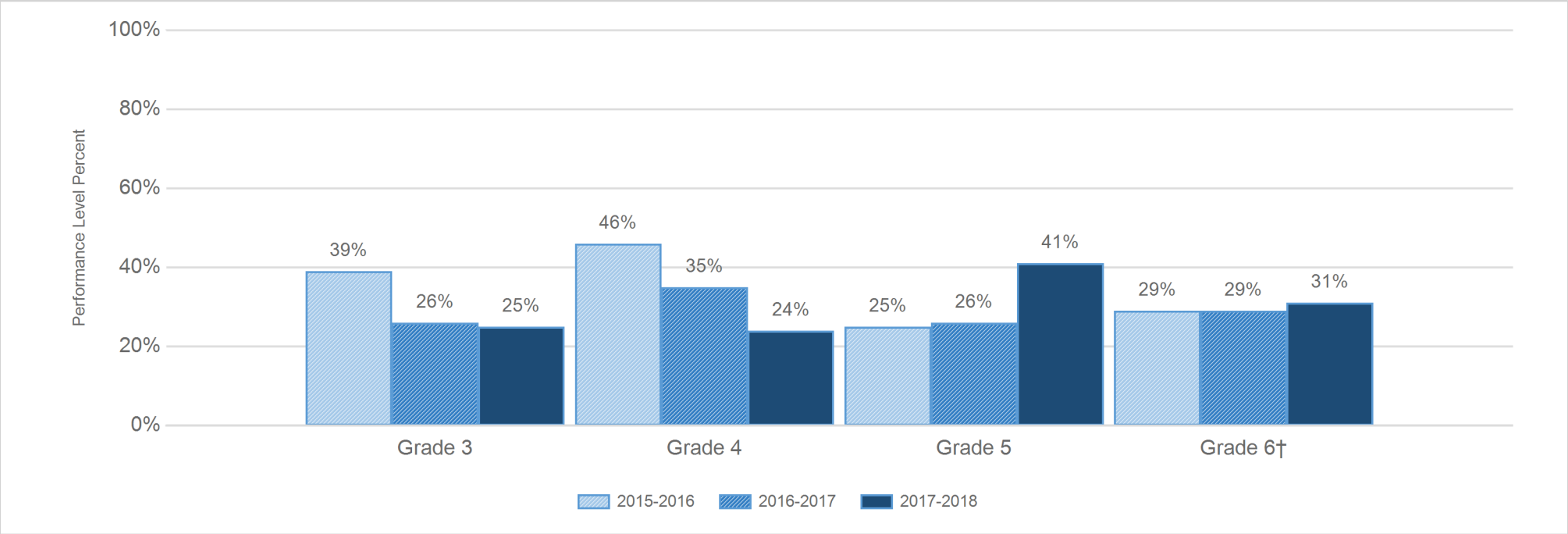
Mathematics Assessment – Performance Trends

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
3	*	*
4	*	*
5	*	*
6	*	*

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	56.3%	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	23	*	*
3-4	23	*	*
5 or more	13	84.6%	15.4%

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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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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.

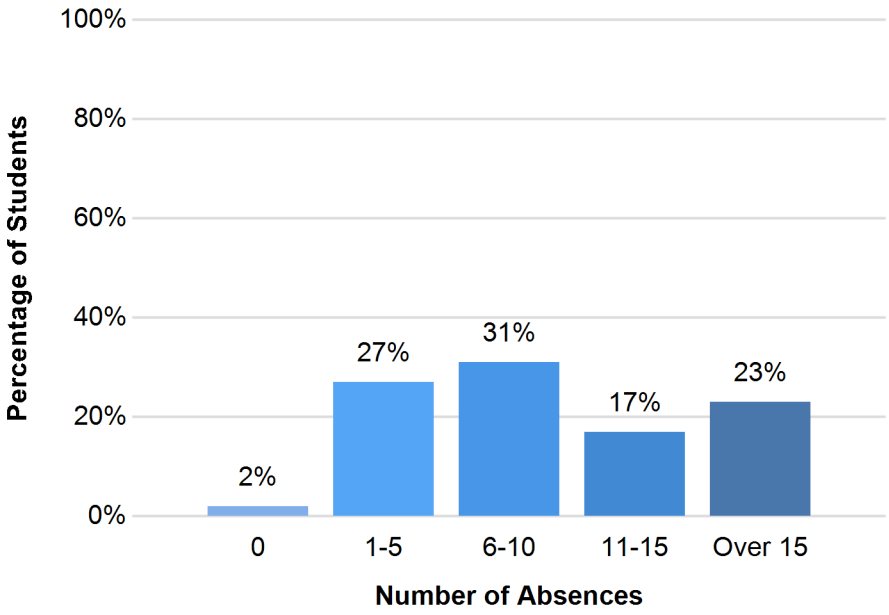
Chronic Absenteeism

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	74	15.0	8.9	Not Met
White	7	33.3	8.9	Not Met
Hispanic	23	14.5	8.9	Not Met
Black or African American	35	13.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	8	24.2	8.9	Not Met
Economically Disadvantaged Students	54	16.4	8.9	Not Met
Students with Disabilities	13	24.5	8.9	Not Met
English Learners	6	10.3	8.9	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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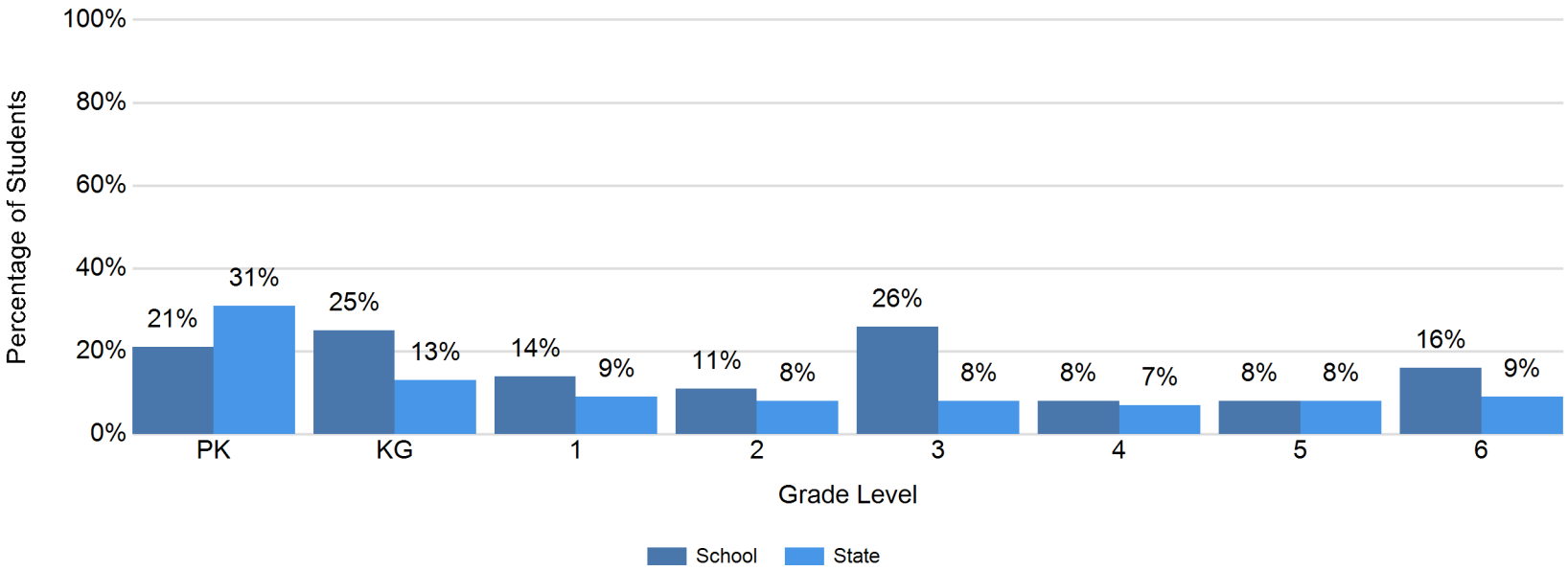
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.18

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	0
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	0	0
Disability	0	0	0
Other	0	1	1
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
*

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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	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 7 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	2.0:1

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)	$509	$14,281	$14,790

NJ SCHOOL PERFORMANCE REPORT

GROVER CLEVELAND ELEMENTARY SCHOOL
(39-4290-090)
Grades Offered: PK-06
2017-2018

Report Key:
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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	44	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	72.7%	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	24	9,374
Average years experience in public schools	14.7	16.0
Average years experience in district	14.2	12.0
Administrators in district for 4 or more years	87.5%	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	13:1	12:1
Students to Administrators	282:1	162:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		971:1
Students to Nurses		555:1
Students to Counselors		485:1
Students to Child Study Team		243:1

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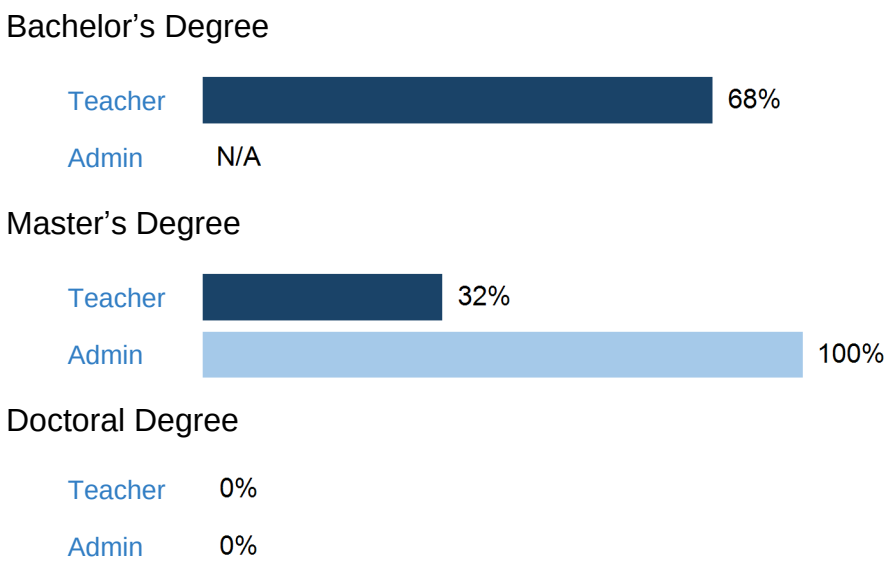
Teachers and Administrators - Level of Education

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



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	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	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	97.1%

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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	81.8%	50.0%
Male	18.2%	50.0%
White	86.4%	50.0%
Hispanic	6.8%	0.0%
Black or African American	6.8%	50.0%
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	14.28	15.0%
Mathematics Proficiency	21.98	15.0%
English Language Arts Growth	25.83	20.0%
Mathematics Growth	39.64	20.0%
Progress Towards English Language Proficiency	55.74	20.0%
Chronic Absenteeism	9.71	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	30.65	n/a
Summative Rating: Percentile Rank of Summative Score	19.85	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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	27.21	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	52.63	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target†	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	36.41	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	33.58	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	45.86	14.08	No	Met Target†	Not Met	Met Standard	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:	• Grover Cleveland School annually celebrates Hispanic Heritage Month and Black History Month, with an emphasis on cultural awareness. • The Principal's Club is an opportunity for students to be recognized each marking period for their achievements. • Performing and fine arts are enhanced through a school-based art club, drama club, strings program and Gator band.
Mission, Vision, Theme:	Grover Cleveland teachers and support staff offer our students every opportunity to achieve the academic, technological, social, physical and emotional skills necessary to reach their greatest potential. As a Professional Development School in partnership with Kean University. Grover Cleveland provide's teachers and student intern's opportunities to advance their teaching skills.
Awards, Recognition, Accomplishments:	During the 2017-2018 school year, a Grover Cleveland student was selected for the prestigious Rahway's Finest Award. Several staff members received an award for their dedication and service to our students from a community based organization (Rights of Passage). Our student government program has been recognized several times for their outstanding charitable works (STARS). The upcoming school year will be the first year of a three year grant from NJPAC. Sixty of our third, fourth and fifth grade students will be performing the Disney production of Jungle Book.

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Courses, Curriculum, Instruction:	Our preschool program uses the High Scope curriculum; grades K - 6 utilize the Math in Focus program along with Writers Workshop and Literacy by Design. Cleveland school features a model classroom, gifted and talented program, and a rigorous technology curriculum. Our science program uses FOSS kits for grade K-6. Homework is assigned every evening in the major subjects and posted on the teacher's web page. Our itinerant classes include the following: physical education, art, music and library.
Clubs and Activities:	Grover Cleveland offers the following: drama club, art club, chess club, Gator Girls and chorus. In addition, we have a school band, strings program and offer instrumental music lessons. During the 2017-2018 school year, our students performed, "Jungle Book". The school has a student government program called STARS (Students Taking Action Result in Success) and a character education program that rewards positive behavior (ROAR). In addition, we have a school safety patrol program.

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Before and After School Programs:	The following programs are available before or after school and are located within the community: Union County YMCA, DASH, Pumpkin Patch, Rahway JFK Center, Rahway Day Care, Union County Dance Center and Tiger Martial Arts.
Staff and Professional Learning:	During the 2017-2018 year, Professional Development covered the following pedagogy: Gang Awareness Training, Math Enrichment, I&RS, Suicide Prevention, Literacy by Design. Several teachers are being trained in the Orton Gillingham methods of instruction. PLCs are designed to support reading strategies, vocabulary, and technology and math enrichment. In addition, PD is shared during the year at faculty meetings. Teachers who attend workshops are encouraged to turnkey strategies.

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Student Supports and Services:	Our English as a Second Language students receive services as determined by the WIDA assessment. There are two ESL teachers to provide support. The school has 4 Special Education teachers that provide resource room support and inclusion support at the various grade levels. Our Basic Skills program targets reading that serves grades K - 4. The school has adopted the Achieve 3000 and Smarty Ants reading programs to help serve these students.
Student Health and Wellness:	Breakfast is offered each day. The physical education program strengthens and builds endurance during class while promoting good character and sportsmanship. In years past, we have collaborated with the YMCA to target healthy eating and living habits by offering a variety of healthy snacks and beverages. Our school nurse provides the following programs to students and staff: medical minute, puberty workshop, dental hygiene, playground safety, germ awareness, EpiPen and CPR training.
Parent and Community Involvement:	Grover Cleveland has an active PTA. Meetings are held once a month and various activities occur throughout the year such as fundraising events, mother/son dance, father/daughter dance and a school walk-a-thon that the PTA supports. Parents have access to our Power School system in which they can access student grades, progress reports and report cards.

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Facilities:	The original structure was built in 1928. Since that time the school has been renovated twice. In 2003, a preschool and kindergarten wing was added to the building. The most recent renovation was completed in 2012. This addition features a state of the art media center, band room, cafeteria expansion and central HVAC units. Each classroom in the original structure is equipped with a window air conditioning unit.
School Safety:	School safety is one of our top priorities. The school crisis team is led by the school administration. Safety drill procedures are conducted monthly along with various health and wellness workshops. Cleveland School provides a safe and inclusive school setting which addresses the physical, emotional, and intellectual aspects of being a student. Respect, dignity, and responsible citizenship are embraced by the entire staff. This year the district hired a common area paraprofessional to assist with security.

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Technology and STEM:	Each classroom is equipped with a SMART board. Chrome books are available for most of our classes to use for instruction. Students are also provided with a technology class bi-weekly. Power School is the technology platform that provides parents with access to student grades, progress reports and report cards. All teachers have a class web page. Cleveland school offers a full range of curricular and extra-curricular STEM options for its students in all grades. In addition to a STEM club that meets weekly for our sixth grade students.
Early Childhood Education:	We have an early childhood education program that follows the High Scope curriculum for 4 year olds.

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Other Information:	Grover Cleveland is a community based school in Union County, Rahway, New Jersey, that serves approximately 570 students. We are a Title 1 school. Our doors open at 8:00 a.m. during the school year to serve breakfast. We operate on a block school schedule and grades 5 and 6 are departmentalized. We have a diverse student population and approximately 100 staff members on board. Homework and class information is posted daily. The School Improvement Panel team (ScIP) is an important part of mentoring our new teachers and driving the school's professional development. The Grover Cleveland school community looks forward to our annual celebrations of Hispanic Heritage and African American History. Each October and February the school collaborates with community leaders to make this celebration successful. We further embrace the arts with bi-annual concerts highlighting our student musicians and school chorus.