NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	CAMDEN CITY
Principal Name	MS. BRADLEY
Address	1875 MULFORD STREET CAMDEN, NJ 08104
Phone Number	(856)966-4760
Email Address	LBRADLEY@CAMDEN.K12.NJ.US
Website	http://camdencitycream.ss12.sharpschool.com/
Facebook	https://www.facebook.com/CoopersPoynt/

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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	29	27	46
KG	26	18	33
1	30	20	18
2	28	23	23
3	27	15	28
4	22	19	24
5	35	17	19
6	43	32	33
7	56	42	50
8	46	37	52
Total	342	250	326

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	42.7%	43.2%	42.6%
Male	57.3%	56.8%	57.4%
Economically Disadvantaged Students	79.5%	83.2%	71.5%
Students with Disabilities	18.7%	19.6%	18.1%
English Learners	3.2%	3.6%	3.4%
Homeless Students		2.8%	6.4%
Students in Foster Care		3.2%	4.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.3%	0.0%	0.0%
Hispanic	30.7%	31.2%	29.1%
Black or African American	68.7%	68.4%	70.6%
Asian	0.3%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	29	27	46
KG - Half Day	0	0	0
KG - Full Day	26	18	33

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	83.7%
Spanish	15.0%
Other Languages	1.2%

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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	29	36	50	Not Met	24	36	50	Not Met
White	N	47	50	**	N	38	51	**
Hispanic	30	37	49	Not Met	22.5	38	48	Not Met
Black or African American	25.5	35	44	Not Met	29	32	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	43	61	**	N	76	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	27.5	36	48	Not Met	22	36	47	Not Met
Students with Disabilities	24	30	41	Not Met	25.5	31	43	Not Met
English Learners	41	38.5	54	**	*	37.5	51	**

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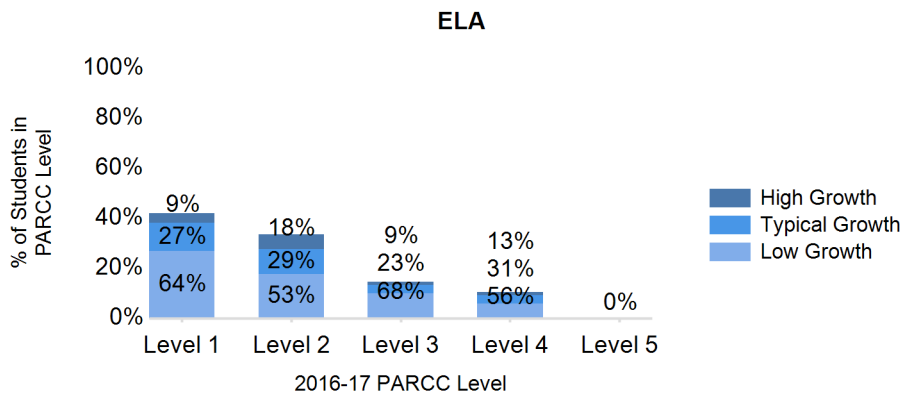
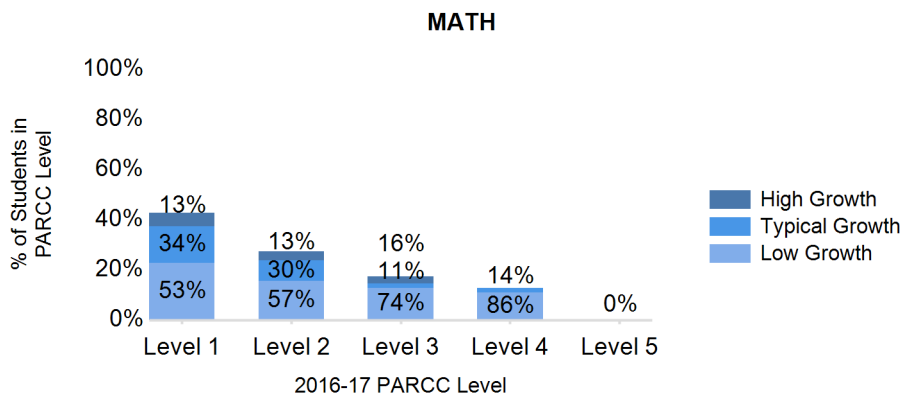
Student Growth by Performance Level

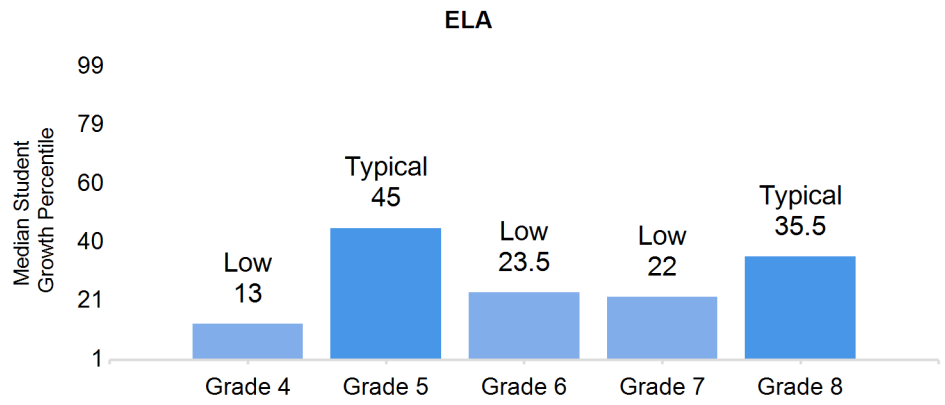
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

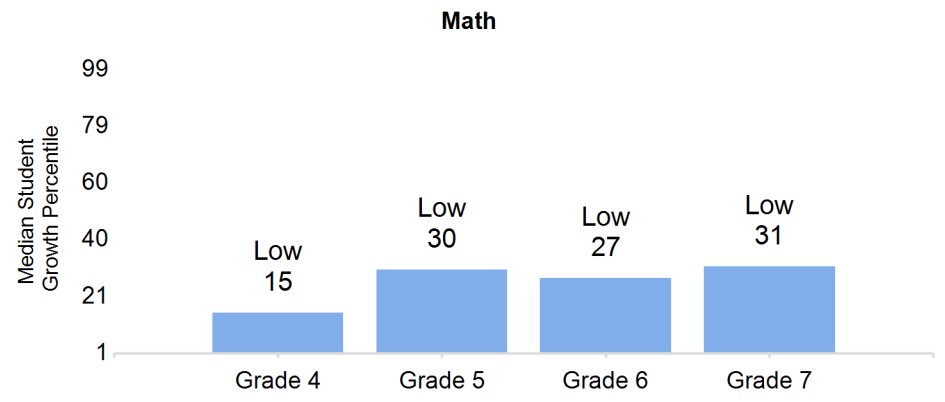




Student Growth by Grade

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	193	91.6	*	14.1	56.7	*	15.7	Not Met
White	N	N	N	29.2	65.6	N	**	**
Hispanic	62	94.5	*	13.8	42.5	*	23.7	Not Met
Black or African American	131	90.8	*	13.4	37.3	*	11.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	47.7	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	71	92.4	*	17.4	64.5	*		
Male	122	91.2	*	11.3	49.4	*		
Economically Disadvantaged Students	135	89.0	*	13.3	38.5	*	13.2	Not Met
Non-Economically Disadvantaged Students	58	98.4	*	15.9	67.5	*		
Students with Disabilities	66	92.4	*	*	21.6	*	15.3	Not Met
Students without Disabilities	127	91.2	*	*	63.9	*		
English Learners	14	100.0	*	*	27.3	*	**	**
Non-English Learners	179	91.0	*	*	59.4	*		
Homeless Students	13	88.2	15.4	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† 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	26	686	704	750	*	*	*	*	*	*	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	704	736	*	*	*	*	*	*	38%
Black or African American	*	*	703	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	10	694	711	756	*	*	*	*	*	*	57%
Male	16	681	698	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	703	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	705	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	680	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	708	756	*	*	*	*	*	*	57%
English Learners	*	*	683	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	708	753	*	*	*	*	*	*	55%
Homeless Students	*	*	695	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	689	722	*	*	*	*	*	*	23%
Military-Connected Students	N	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	26	702	715	756	*	*	*	*	*	*	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	14	698	712	744	*	*	*	*	*	*	44%
Black or African American	12	707	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	*	*	*	762	*	*	*	*	*	*	63%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	714	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	717	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	690	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	720	762	*	*	*	*	*	*	64%
English Learners	*	*	694	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	717	759	*	*	*	*	*	*	61%
Homeless Students	*	*	709	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	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	19	716	715	755	*	*	*	*	*	11%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	716	743	*	*	*	*	*	*	43%
Black or African American	*	*	711	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	*	*	*	762	*	*	*	*	*	*	66%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	713	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	719	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	689	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	721	762	*	*	*	*	*	*	65%
English Learners	N	N	692	712	N	N	N	N	N	N	11%
Non-English Learners	19	716	717	757	*	*	*	*	*	11%	60%
Homeless Students	N	N	694	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	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	29	707	717	754	*	*	*	*	*	*	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	13	711	718	742	*	*	*	*	*	*	42%
Black or African American	16	704	715	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	12	709	722	761	*	*	*	*	*	*	64%
Male	17	706	713	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	716	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	719	764	*	*	*	*	*	*	68%
Students with Disabilities	10	689	699	723	*	*	*	*	*	*	18%
Students without Disabilities	19	716	722	760	*	*	*	*	*	*	63%
English Learners	*	*	695	712	*	*	*	*	*	*	*
Non-English Learners	*	*	719	755	*	*	*	*	*	*	*
Homeless Students	*	*	710	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	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	48	696	713	760	*	*	*	*	*	*	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	12	691	713	746	*	*	*	*	*	*	49%
Black or African American	36	697	712	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	16	713	*	769	*	*	*	*	*	*	72%
Male	32	687	*	752	*	*	*	*	*	*	54%
Economically Disadvantaged Students	35	696	711	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	13	693	716	771	*	*	*	*	*	*	73%
Students with Disabilities	25	677	688	721	*	*	*	*	*	*	22%
Students without Disabilities	23	715	720	768	*	*	*	*	*	*	71%
English Learners	*	*	678	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	715	762	*	*	*	*	*	*	64%
Homeless Students	*	*	686	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

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

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	49	705	714	759	45%	31%	*	*	*	14%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	16	700	714	744	*	*	*	*	*	*	45%
Black or African American	33	707	713	739	42%	30%	*	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	15	723	*	768	*	*	*	*	*	20%	69%
Male	34	697	*	751	*	*	*	*	*	12%	52%
Economically Disadvantaged Students	36	710	714	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	13	691	714	769	*	*	*	*	*	*	71%
Students with Disabilities	18	681	688	719	*	*	*	*	*	*	19%
Students without Disabilities	31	719	721	766	*	*	*	*	*	*	68%
English Learners	*	*	679	703	*	*	*	*	*	*	*
Non-English Learners	*	*	717	761	*	*	*	*	*	*	*
Homeless Students	*	*	694	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

Report Key:
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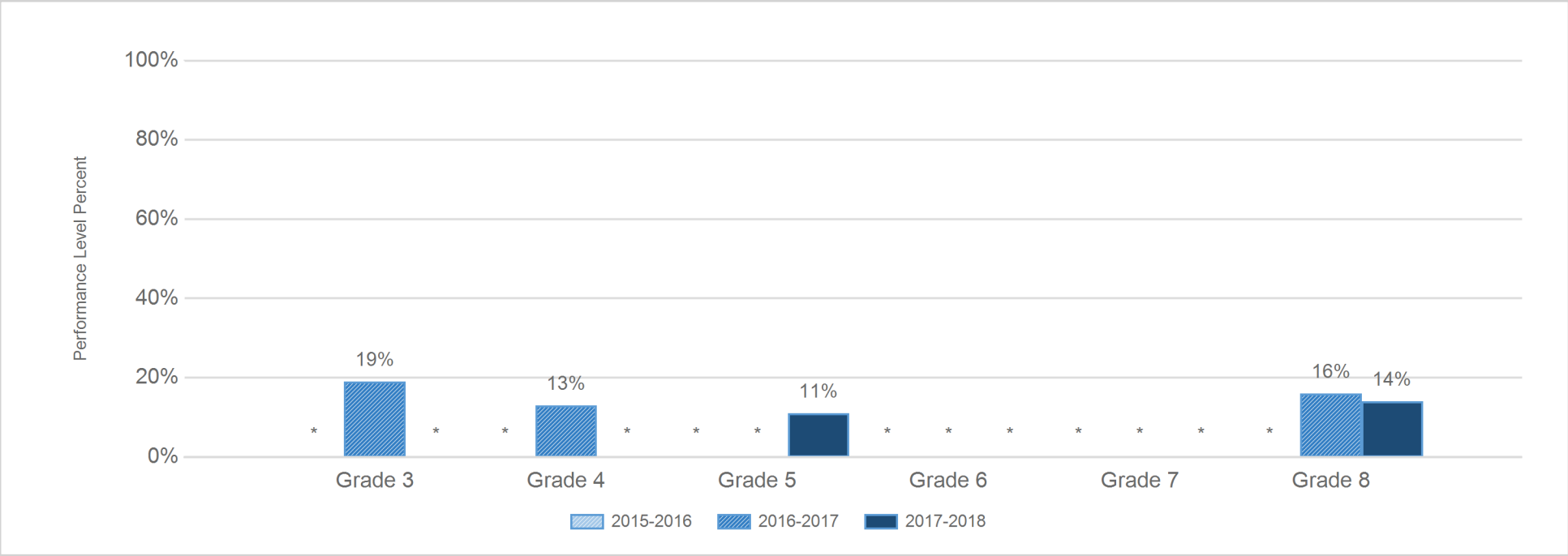
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

Report Key:
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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	194	93.0	*	*	45.0	*	13.4	Not Met
White	N	N	N	13.3	54.1	N	**	**
Hispanic	62	95.9	*	*	29.2	*	18	Not Met
Black or African American	132	91.5	*	*	23.4	*	10.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	43.2	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	72	94.9	*	*	46.0	*		
Male	122	91.9	*	*	43.9	*		
Economically Disadvantaged Students	137	90.9	*	*	26.6	*	12	Not Met
Non-Economically Disadvantaged Students	57	98.4	*	*	55.9	*		
Students with Disabilities	65	91.1	*	*	17.1	*	10.9	Not Met
Students without Disabilities	129	93.9	*	*	50.5	*		
English Learners	14	100.0	*	*	24.6	*	**	**
Non-English Learners	180	92.5	*	*	46.9	*		
Homeless Students	14	94.1	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

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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	26	704	716	752	*	*	*	*	*	*	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	720	739	*	*	*	*	*	*	38%
Black or African American	*	*	710	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	10	703	719	752	*	*	*	*	*	*	53%
Male	16	705	713	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	715	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	719	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	692	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	720	756	*	*	*	*	*	*	57%
English Learners	*	*	710	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	717	754	*	*	*	*	*	*	56%
Homeless Students	*	*	703	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	693	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
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2017-2018

Report Key:
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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	25	710	709	748	*	*	*	*	*	*	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	13	710	709	737	*	*	*	*	*	15%	34%
Black or African American	12	709	709	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	*	*	*	748	*	*	*	*	*	*	50%
Male	*	*	*	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	709	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	711	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	687	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	714	753	*	*	*	*	*	*	55%
English Learners	*	*	697	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	711	750	*	*	*	*	*	*	52%
Homeless Students	*	*	704	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
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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	21	718	713	748	*	*	*	*	*	19%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	715	736	*	*	*	*	*	*	32%
Black or African American	*	*	708	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	*	*	*	749	*	*	*	*	*	*	50%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	712	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	714	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	695	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	55%
English Learners	N	N	699	718	N	N	N	N	N	N	13%
Non-English Learners	21	718	714	750	*	*	*	*	*	19%	51%
Homeless Students	N	N	696	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

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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	29	695	710	744	*	*	*	*	*	*	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	13	697	711	731	*	*	*	*	*	*	27%
Black or African American	16	693	708	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	13	690	712	745	*	*	*	*	*	*	45%
Male	16	698	709	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	710	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	710	753	*	*	*	*	*	*	56%
Students with Disabilities	11	677	693	717	*	*	*	*	*	*	13%
Students without Disabilities	18	705	714	748	*	*	*	*	*	*	49%
English Learners	*	*	694	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	712	745	*	*	*	*	*	*	45%
Homeless Students	*	*	698	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

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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	49	696	715	743	*	*	*	*	*	*	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	13	694	715	732	*	*	*	*	*	*	27%
Black or African American	36	697	713	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	17	702	*	745	*	*	*	*	*	*	45%
Male	32	693	*	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	36	695	713	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	13	698	718	751	*	*	*	*	*	*	55%
Students with Disabilities	24	688	699	717	*	*	*	*	*	*	12%
Students without Disabilities	25	703	719	748	*	*	*	*	*	*	50%
English Learners	*	*	698	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	717	744	*	*	*	*	*	*	45%
Homeless Students	*	*	695	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(07-0680-175)
Grades Offered: PK-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	51	698	702	728	61%	22%	*	*	*	10%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	*	*	702	722	*	*	*	*	*	*	22%
Black or African American	34	698	701	715	65%	*	*	*	*	12%	15%
Asian, Native Hawaiian, or Pacific Islander	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	16	709	706	731	*	*	*	*	*	*	31%
Male	35	693	698	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	38	701	702	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	13	689	701	735	*	*	*	*	*	*	35%
Students with Disabilities	18	680	684	705	*	*	*	*	*	*	*
Students without Disabilities	33	707	707	735	*	*	*	*	*	*	*
English Learners	*	*	686	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	704	729	*	*	*	*	*	*	29%
Homeless Students	*	*	687	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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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	N	N	706	746	N	N	N	N	N	N	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	N	N	706	730	N	N	N	N	N	N	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	N	N	*	748	N	N	N	N	N	N	48%
Male	N	N	*	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	*	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	694	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	710	752	N	N	N	N	N	N	52%
English Learners	N	N	696	710	N	N	N	N	N	N	*
Non-English Learners	N	N	708	749	N	N	N	N	N	N	*
Homeless Students	N	N	696	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%

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

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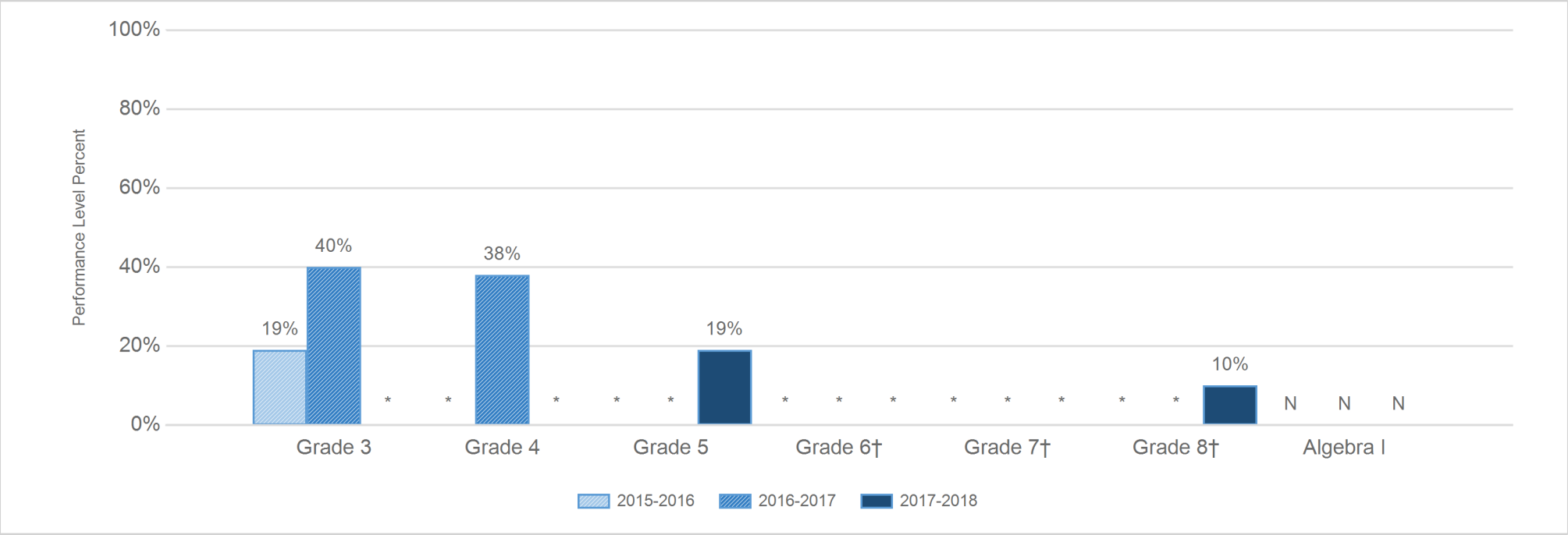
Mathematics Assessment – Performance Trends

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	N	N
5	N	N
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
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	39
7	0	0	68
8	0	0	62
Total	0	0	169

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	34	0	0	0	0	0	1
7	54	0	0	0	0	0	0
8	52	0	0	0	0	0	1
Total	140	0	0	0	0	0	2

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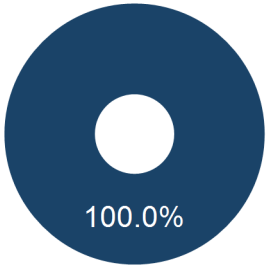
Visual and Performing Arts – Course Participation

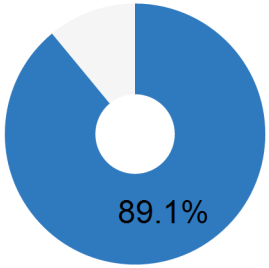
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

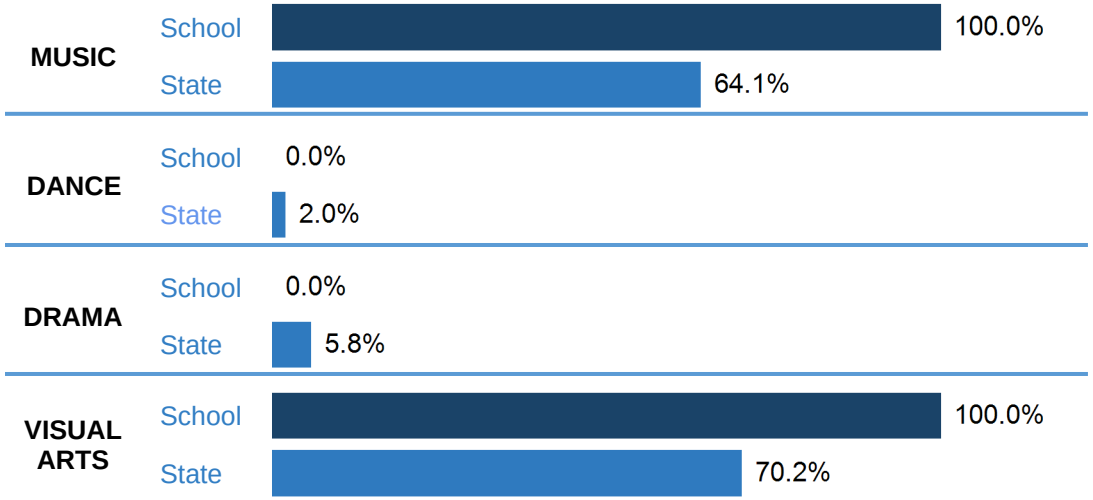


School



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.

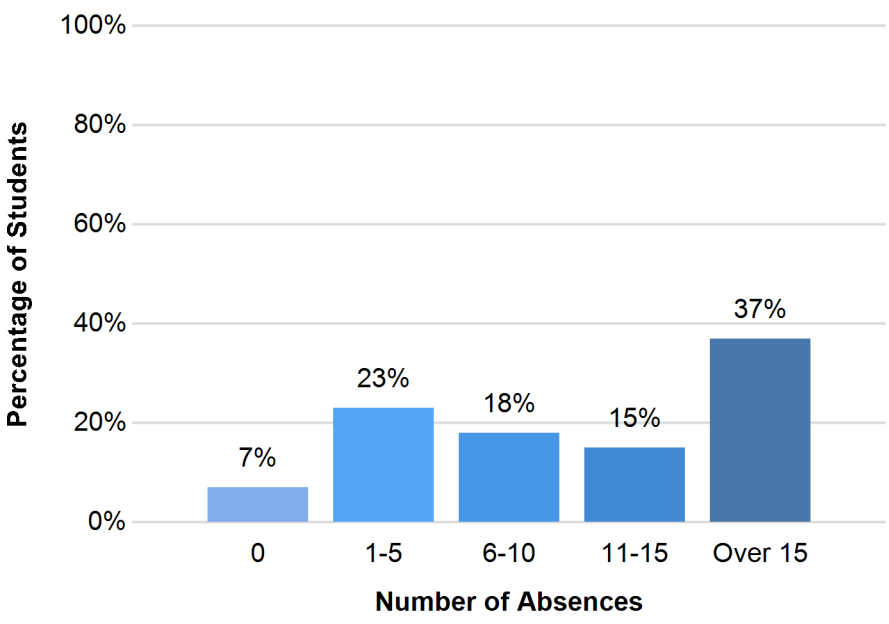
Chronic Absenteeism

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	129	43.4	9.1	Not Met
White	N	N	N	N
Hispanic	*	*	9.1	Not Met
Black or African American	90	43.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	104	51.2	9.1	Not Met
Students with Disabilities	27	35.1	9.1	Not Met
English Learners	4	36.4	**	**

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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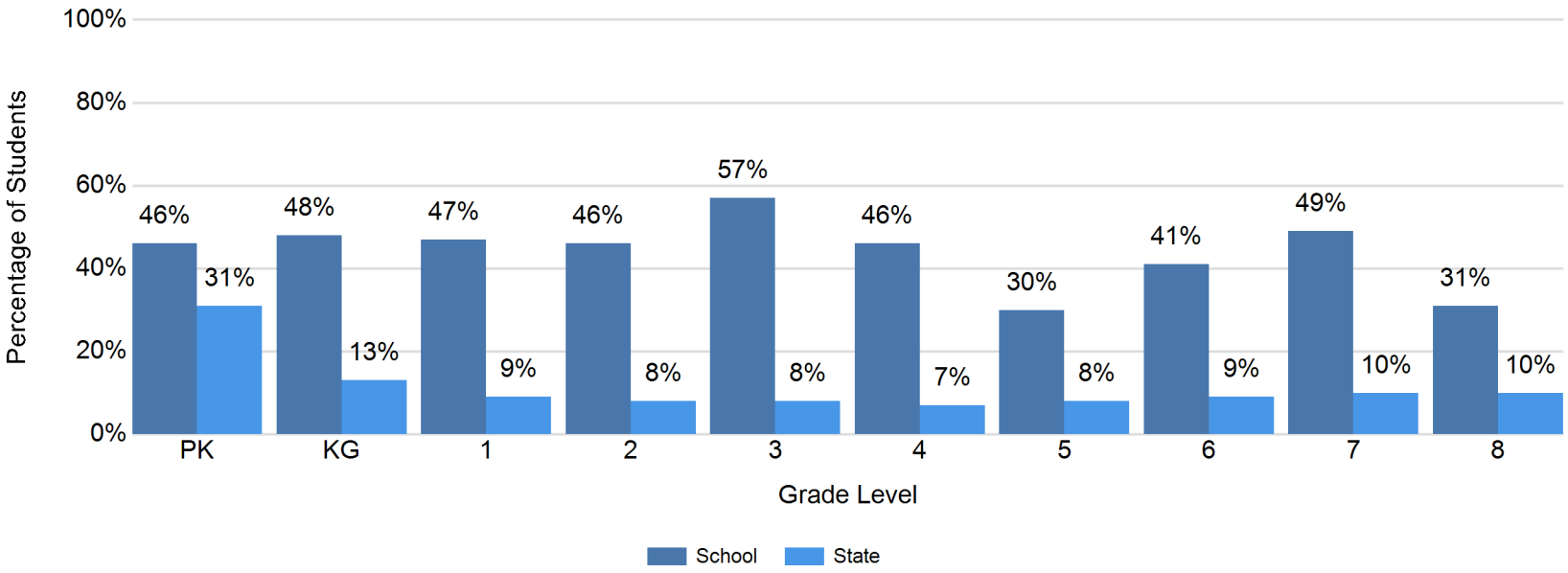
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.61

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	0	0
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	*	*
Out-of-School Suspensions	51	15.6%
Any Suspension	52	16.0%
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
203

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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	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	N
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	N

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)	$2,488	$22,247	$24,735

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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	33	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	14.1	10.7
Teachers in district for 4 or more years	84.8%	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	91	9,374
Average years experience in public schools	12.8	16.0
Average years experience in district	12.8	12.0
Administrators in district for 4 or more years	73.7%	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	10:1	13:1
Students to Administrators	326:1	103:1
Teachers to Administrators	33:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		377:1
Students to Counselors		428:1
Students to Child Study Team		214:1

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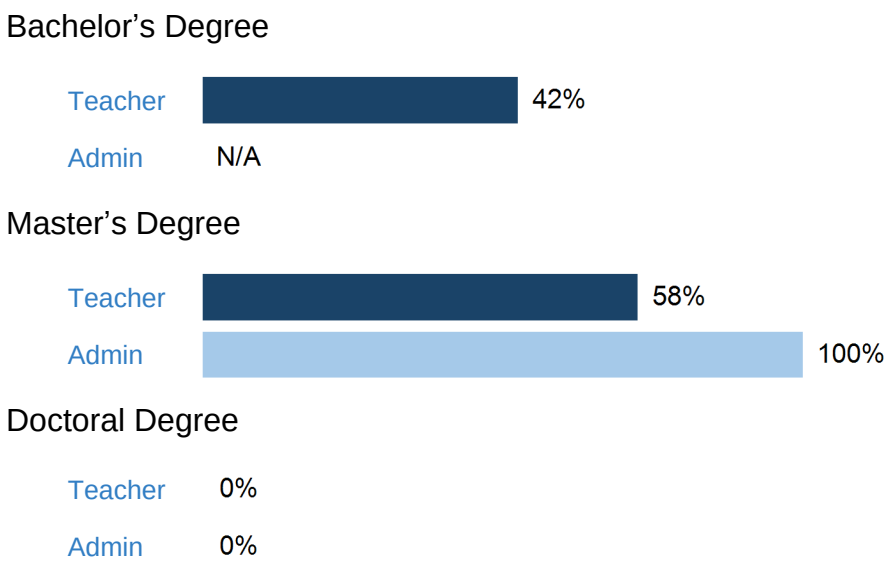
Teachers and Administrators - Level of Education

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	75.8%	90.2%
2016-17 Administrators: Same district 2017-18	76.9%	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	85.9%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	81.8%	0.0%
Male	18.2%	100.0%
White	33.3%	0.0%
Hispanic	12.1%	0.0%
Black or African American	54.5%	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
Yes	Yes	No

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	0.47	17.5%
Mathematics Proficiency	0.71	17.5%
English Language Arts Growth	2.13	25.0%
Mathematics Growth	1.54	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	0.36	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	1.18	n/a
Summative Rating: Percentile Rank of Summative Score	0.06	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Not Met	Not Met	Not Met	Not Met	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	2.05	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	5.05	14.08	Yes	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	1.31	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	4.99	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

RILETTA TWYNE CREAM FAMILY SCHOOL
(07-0680-175)
Grades Offered: PK-08
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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:	• We take a different approach to education, by focusing on the entire family. We have an open door policy that encourages our parents to engage with us, as we continue to build strong relationships. • Our teachers priorities include academic rigor, as well as encouraging personal pride and self- control with positive behavior interventions and supports. • Also, we emphasize a strong sense of character through the R.T. Cream Way as Responsible, Trustworthy, Collaborative, Reflective, Ever-Evolving, Accountable and Motivating members of the community.
Mission, Vision, Theme:	The Riletta Twyne Cream Family School staff, in cooperation with students, parents, and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens. Success is attributed to ongoing communication with outreach to internal and external stakeholders.
Awards, Recognition, Accomplishments:	The R.T. Cream Family School building will be celebrating its 30th year in 2020. In addition, the Cream Family made a generous donation to our school to honor the legacy of Ms. Riletta Twyne Cream and her enrichment of Camden City School District. The students of the Riletta Twyne Cream Family School are taught to embody strong character through the R.T. Cream Way as Responsible, Trustworthy, Collaborative, Reflective, Ever-Evolving, Accountable and Motivating members of our school community and the neighborhoods that we live in to demonstrate these ideals. Moving forward, we continue to make data-driven decisions to elevate our students and strive for excellence to bring pride to our school and community.

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Courses, Curriculum, Instruction:	English Language Arts, Math, Social Studies, Science, Art, Music, Computers, World Language, Physical Education, Health
Sports and Athletics:	Not Applicable
Clubs and Activities:	We offer after-school academic enrichment, Project REACH through Rowan University, FIRST Robotics, Women of the Dream female mentorship program, and a pilot male mentorship program.

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Before and After School Programs:	We offer before-school breakfast from 8:00-8:25 AM daily, as well as an after-school academic enrichment program three days a week until 5:30 PM.
Staff and Professional Learning:	Our leadership team strategically plans each spring and summer using data to design staff and professional learning. Formal professional development sessions are held twice monthly, while staff have frequent opportunities for peer collaboration, professional learning communities, and regular coaching and feedback sessions.
Postsecondary Information:	College literacy is infused into all of Cream's academics. Additionally, all of our 8th grade students go on tours of their high school options in order to choose what is best for them.

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Student Supports and Services:	We office student support services such as PBSIS, Health Services, Guidance Counseling, Attendance/Truancy Outreach, and more.
Student Health and Wellness:	We have partnered with CF Charities and the Oral Health Impact Project to provide vision and dental screenings to our students. The Camden County Fire Department visited Cream in October to promote fire safety and smoke detector installation preparedness. Cream also has hosted community partners and programming to promote anti-bullying awareness and cyberbullying prevention.
Parent and Community Involvement:	We kicked off the school year with a barbecue for all of our families to welcome them back to the new school year and provide expectations for an engaging school year. We have an open door policy that encourages our parents to engage with us, as we continue to build strong relationships with parents and community partners such as United Way, Food Bank of South Jersey, Subaru Foundation, Toys for Tots, Rowan University, Rutgers University-Camden, Women of the Dream, Junior Achievement, Lockheed Martin, and more! Our Family and Operations Coordinator regularly hosts family/community events to increase family engagement and bridge the gap between school and home.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is conducted anonymously twice each year with feedback collected from various stakeholders including teachers, support staff, students, and parents. We are in a process of progressive improvement across all domains: Academic Expectations, Instructional Planning for Student Growth, Learning Environment, Evaluations, Professional Development, Peer Culture, Leadership, Observation Feedback, Community & Collaboration, Family & Community Engagement, Safety & Physical Environment, School Community Morale, Social & Emotional Supports, and Teaching & Learning.
Facilities:	The RT Cream Family School building will be celebrating its 30th year in 2020. We are also proud to have a recently overhauled HVAC system building-wide.
School Safety:	Cream is proud to share that we did not have a single report filed during the 2017-2018 school year with the NJ Electronic Violence and Vandalism Reporting System or School Safety Data System. Our Security Officers and Administration keep our students and staff safe and secure at all times.

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Technology and STEM:	Cream teachers incorporate technology into instruction, utilizing Smart Board technology, desktop workstations in every classroom, mobile laptop carts, and two computer labs. We also have a number of programs to promote digital literacy, including FIRST Robotics, Week of Code, TechServe, and Lockheed Martin Young Engineers.
Early Childhood Education:	We house four Pre-K classrooms at Cream that are almost always fully enrolled with both PK3 and PK4 offerings. Our Early Childhood Education team is highly qualified to meet the social-emotional and academic needs of our youngest learners.

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Other Information:	Please contact your school for more information.