NJ SCHOOL PERFORMANCE REPORT

CLIFFWOOD ELEMENTARY SCHOOL
(25-3040-060)
Grades Offered: KG-03
2017-2018

Report Key:
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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	MONMOUTH
District	MATAWAN-ABERDEEN REGIONAL
Principal Name	MR. VAN HORN
Address	422 CLIFFWOOD AVENUE CLIFFWOOD, NJ 07721-1195
Phone Number	(732)705-5600
Email Address	MVANHORN@MARSD.ORG
Website	https://www.marsd.org/Domain/465
Twitter	https://twitter.com/CliffwoodProud

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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
KG	84	76	72
1	95	85	83
2	88	89	77
3	72	107	106
Total	339	357	338

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	47.8%	49.9%	49.1%
Male	52.2%	50.1%	50.9%
Economically Disadvantaged Students	42.8%	42.6%	39.3%
Students with Disabilities	20.6%	18.8%	19.2%
English Learners	8.8%	7.6%	9.5%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.3%	0.9%
Military-Connected Students		0.0%	0.6%
Migrant Students		0.6%	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	50.7%	50.4%	47.9%
Hispanic	20.6%	22.7%	24.0%
Black or African American	17.1%	15.7%	16.0%
Asian	8.8%	7.8%	7.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	2.4%	3.4%	4.7%

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
KG - Half Day	0	0	0
KG - Full Day	84	76	72

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	87.0%
Spanish	8.3%
Urdu	1.2%
Other Languages	3.6%

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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	96	91.5	48.9	65.8	56.7	47.1	60.9	Not Met
White	49	86.0	55.1	70.6	65.6	49.8	50.7	Met Target†
Hispanic	19	100.0	26.4	54.4	42.5	26.4	**	**
Black or African American	16	94.4	43.8	52.8	37.3	43.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.5	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	46	90.2	58.7	76.2	64.5	55.7		
Male	50	92.7	40.0	55.7	49.4	38.9		
Economically Disadvantaged Students	36	100.0	30.6	46.6	38.5	*	52.2	Not Met
Non-Economically Disadvantaged Students	60	87.1	60.0	72.9	67.5	*		
Students with Disabilities	19	95.0	31.6	*	21.6	31.6	N	N
Students without Disabilities	77	90.7	53.3	*	63.9	50.8		
English Learners	*	*	*	30.6	27.3	*	**	**
Non-English Learners	*	*	*	67.7	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	41.7	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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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	96	750	760	750	14%	19%	20%	32%	16%	48%	52%
White	48	763	767	759	*	*	*	29%	25%	54%	61%
Hispanic	19	723	750	736	*	*	*	*	*	26%	38%
Black or African American	17	740	746	733	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	752	758	*	*	*	*	*	*	58%
Female	45	760	768	756	*	*	*	*	*	58%	57%
Male	51	742	753	744	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	35	730	737	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	61	762	770	762	*	*	*	*	*	59%	64%
Students with Disabilities	18	715	724	719	*	*	*	*	*	28%	24%
Students without Disabilities	78	759	768	756	*	*	*	*	*	53%	57%
English Learners	*	*	720	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	762	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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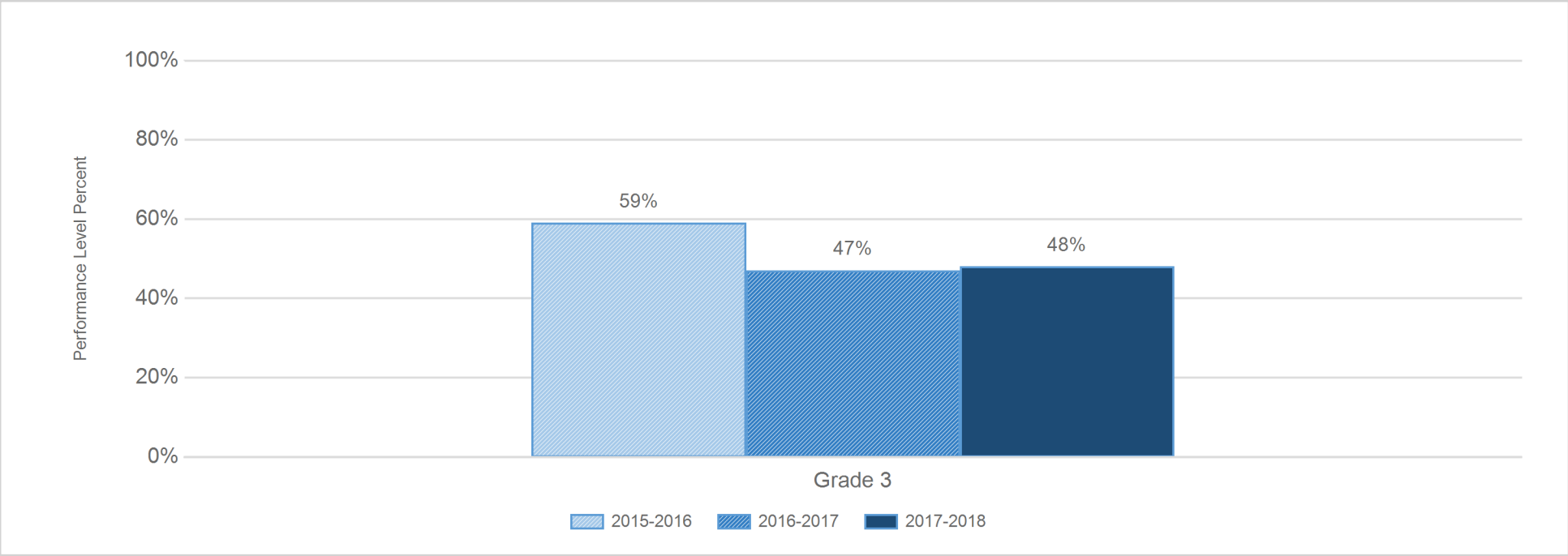
English Language Arts/Literacy Assessment - Performance Trends

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	96	91.5	46.9	55.2	45.0	45.1	66.5	Not Met
White	49	86.0	55.1	60.0	54.1	49.8	59.9	Met Target†
Hispanic	19	100.0	26.3	43.3	29.2	26.3	**	**
Black or African American	16	94.4	50.1	35.0	23.4	49.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	46	90.2	50.0	58.1	46.0	47.4		
Male	50	92.7	44.0	52.1	43.9	42.9		
Economically Disadvantaged Students	36	100.0	22.2	37.6	26.6	*	52.2	Not Met
Non-Economically Disadvantaged Students	60	87.1	61.7	61.7	55.9	*		
Students with Disabilities	19	95.0	26.3	*	17.1	26.3	N	N
Students without Disabilities	77	90.7	52.0	*	50.5	49.5		
English Learners	*	*	*	31.6	24.6	*	**	**
Non-English Learners	*	*	*	56.5	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	27.3	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	96	751	755	752	10%	19%	24%	30%	17%	47%	53%
White	48	762	761	760	*	*	23%	31%	25%	56%	64%
Hispanic	19	731	748	739	*	*	*	*	*	26%	38%
Black or African American	17	741	739	734	*	*	*	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	744	757	*	*	*	*	*	*	59%
Female	45	752	757	752	*	*	*	*	*	51%	53%
Male	51	749	753	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	35	731	734	736	*	*	37%	*	*	23%	35%
Non-Economically Disadvantaged Students	61	762	764	762	*	*	16%	*	*	61%	66%
Students with Disabilities	18	720	723	730	*	*	*	*	*	28%	29%
Students without Disabilities	78	758	762	756	*	*	*	*	*	51%	57%
English Learners	*	*	726	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	756	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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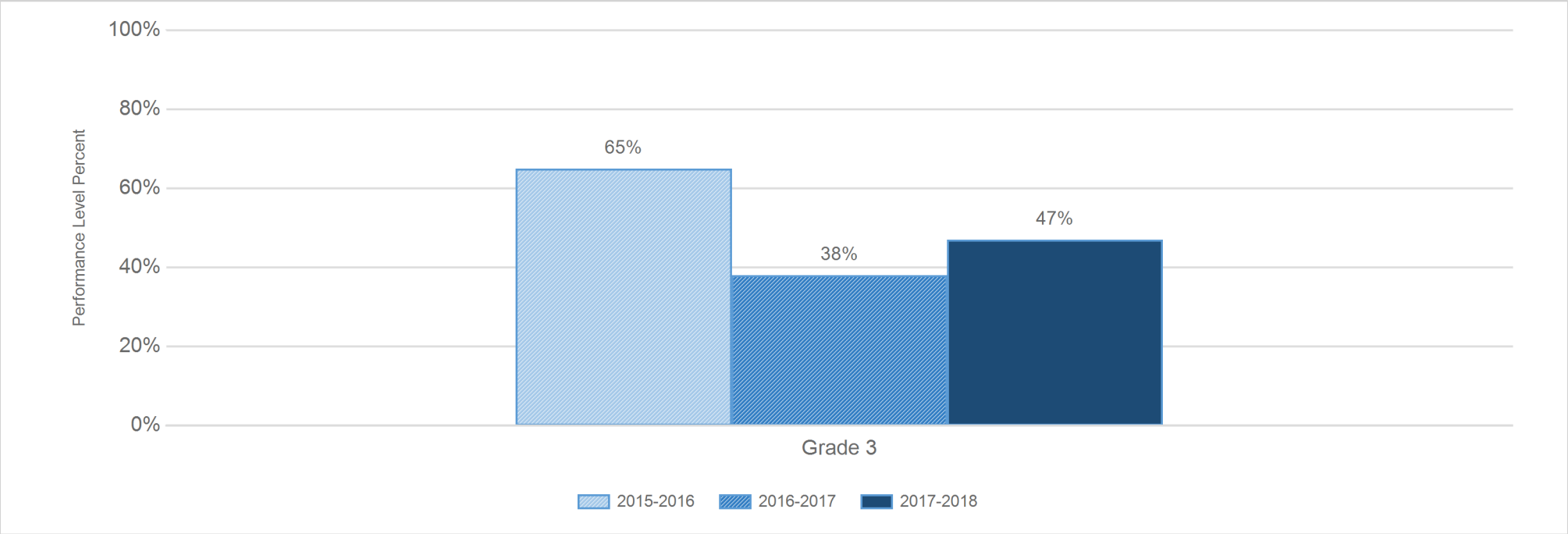
Mathematics Assessment – Performance Trends

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	*	*

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	42.1%	**	**

† 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	14	*	*
3-4	13	*	*
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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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.

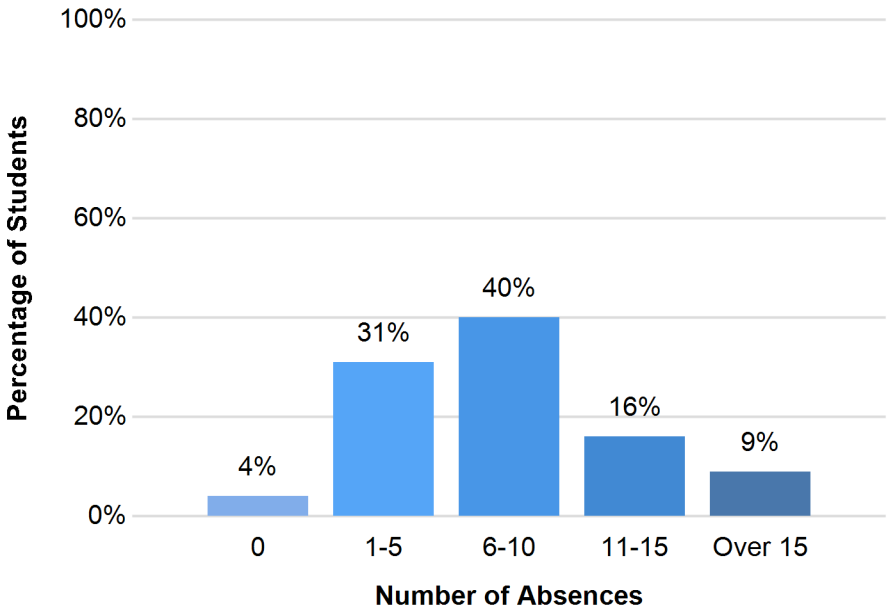
Chronic Absenteeism

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	30	8.9	9.6	Met
White	16	9.9	9.6	Not Met
Hispanic	5	6.3	9.6	Met
Black or African American	5	9.3	9.6	Met
Asian, Native Hawaiian, or Pacific Islander	2	8.0	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	11.8	**	**
Economically Disadvantaged Students	17	12.8	9.6	Not Met
Students with Disabilities	8	12.1	9.6	Not Met
English Learners	1	3.2	9.6	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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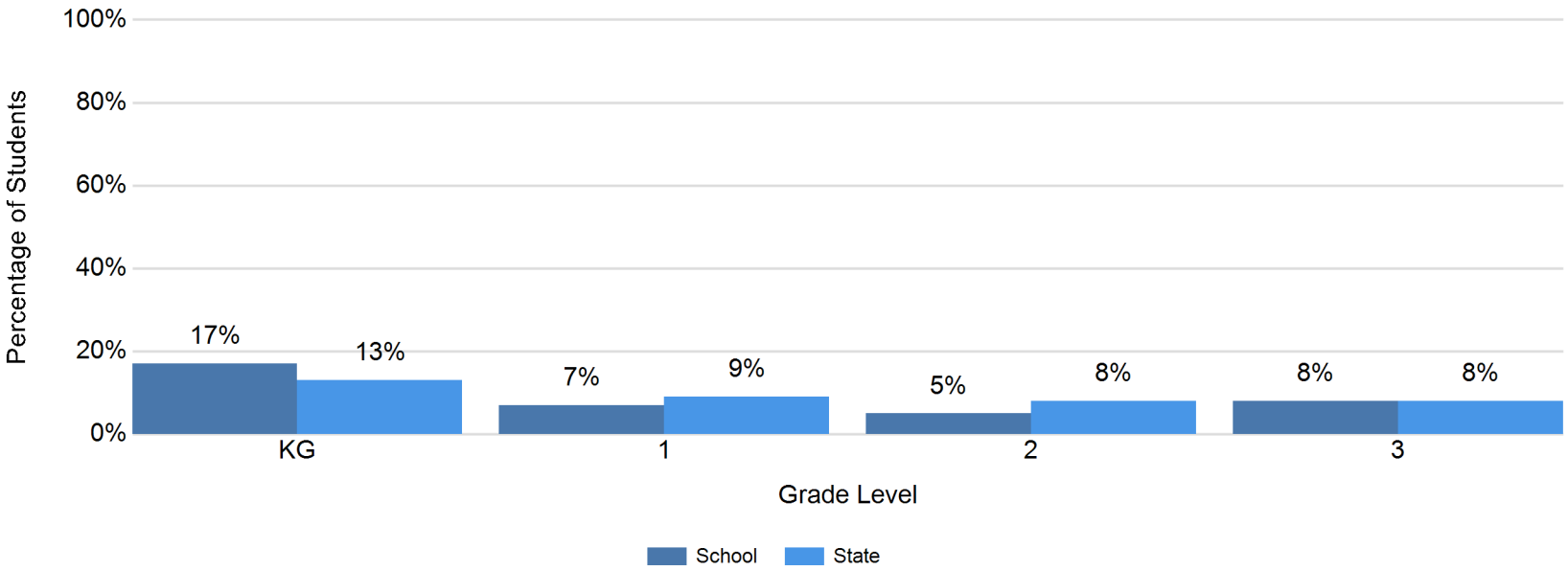
Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.18

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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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.

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	3		3

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	*	*
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	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$375	$15,391	$15,766

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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	40	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	70.0%	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	21	9,374
Average years experience in public schools	9.6	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	71.4%	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	8:1	11:1
Students to Administrators	169:1	176:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		741:1
Students to Nurses		529:1
Students to Counselors		309:1
Students to Child Study Team		265:1

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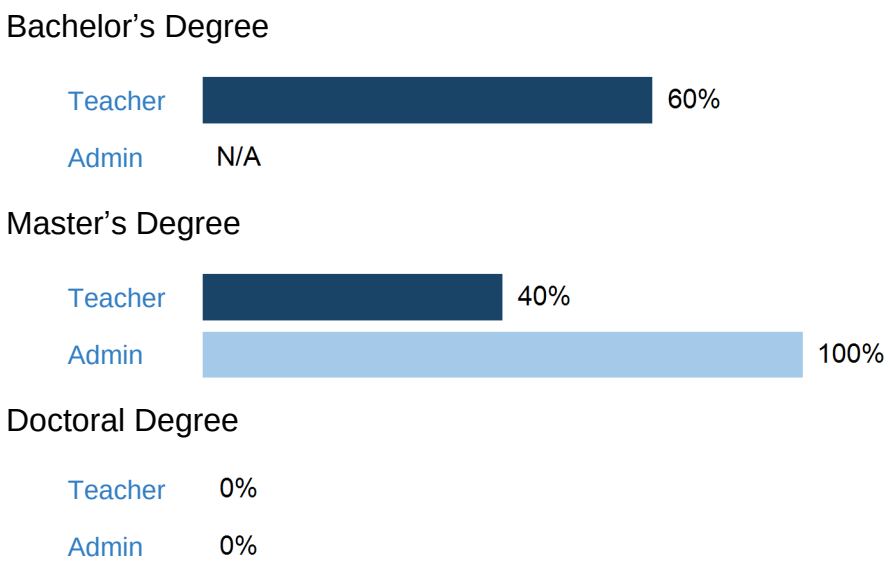
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.1%

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Teachers: All classroom teachers
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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	95.0%	50.0%
Male	5.0%	50.0%
White	92.5%	100.0%
Hispanic	0.0%	0.0%
Black or African American	2.5%	0.0%
Asian	5.0%	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
N	N	N

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	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

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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	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	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	No
White	N	N	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Hispanic	N	N	No	**	**	**	**	n/a	Met	No
Black or African American	N	N	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	N	N	No	**	**	**	**	n/a	**	No
Two or More Races	N	N	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	No	Not Met	Not Met	**	**	n/a	Not Met	No
Students with Disabilities	N	N	No	N	N	**	**	n/a	Not Met	No
English Learners	N	N	No	**	**	**	**	**	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:	• Cliffwood Elementary School's curriculum includes, Reader's and Writer's Workshop and Everyday Math. Social Studies is taught through an integrated approach. • Technology is infused into daily lessons utilizing Promethean Boards, document cameras, iPads and Chromebooks • Students have opportunities to participate in clubs (Garden, Music, Art, Book) and Peer Buddies program.
Mission, Vision, Theme:	Cliffwood Elementary School is committed to providing a safe and supportive learning environment, and high quality instruction, for all of our students.
Awards, Recognition, Accomplishments:	Students are recognized through the Star Student program each month. Recognitions is linked to the school's 10 monthly themes for social-emotional learning. Classes earn the Golden Awards each marking period. The school's beautiful Friendship Garden is supported by a grant from the State's Department of Agriculture.

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Courses, Curriculum, Instruction:	The curriculum is aligned to the NJSLS and consists of reading/language arts, mathematics, science and social studies. Health is taught at every grade level. This program is complemented by instruction in fine arts, music, physical education, computers, library studies and World Language (for students in grade 3). The language arts program is based on a balanced literacy approach in which reading, writing, spelling, and social studies are integrated. As part of their instruction, all students participate in Reader's Workshop and Writer's Workshop.
Clubs and Activities:	Students have the opportunity to participate in Safety Patrol, Peer Buddies, and several clubs (Garden, Art, Music, Book) to enhance their talents and work at individual interests. The school also hosts a Celebration of the Arts, Chorus performance, and Shark Tank student inventor event.

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Before and After School Programs:	The school offers a Title 1 before-school tutorial program for students who are struggling with literacy. The program offers small group instruction to its Tier 3 students.
Staff and Professional Learning:	All staff participate in 3 professional development days during the school year. In addition, department, grade level, faculty meetings, and ScIP meetings are utilized to guide and provide professional development. Staff are also encouraged to attend outside professional learning opportunities and turnkey information during grade level, faculty and department meetings.

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Student Supports and Services:	For students who may be experiencing academic difficulty, interventions are in place to assist these learners. The Intervention and Referral Services team works to provide strategies to teachers to support their students. Tiered interventions and ESL are offered to students who meet the criteria. A supplemental early literacy program is also offered before school for qualifying students. Counseling is also available to students, as well as occupational and physical therapy services.
Student Health and Wellness:	Students receive weekly instruction in Physical Education and directed physical activity (DPA) each day during recess. Breakfast and lunch programs are offered and focus on healthy eating habits.
Parent and Community Involvement:	Parents and volunteers help in our classrooms and assist teachers with various activities. Cliffwood's PTO is active in the school and raises funds to enhance learning activities, enable students to attend class trips, and sponsors cultural arts programs throughout the year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey was administered to students, staff and parents during Spring 2018. Results were reviewed by the School Climate and Diversity Team and shared with staff. Data will be used throughout the school year.
Facilities:	The current Cliffwood School building was erected in 1958. The school recently completed a HVAC renovation that upgraded our heating system and installed air conditioning throughout the building. Flooring and lighting were also replaced in certain areas.
School Safety:	The safety and security of all students and staff is a top priority. Our school is equipped with a visitor security vestibule for the safety of all occupants. The school's Safety & Climate team is comprised of administrators, teachers, support staff, and parents. The team meets regularly to discuss various issues related to safety matters and the climate of the building overall. Stakeholders' recommendations are instituted when appropriate.

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Technology and STEM:	At the K-3 level, students and teachers utilize technology tools and online resources to support teaching and learning. Digital citizenship and cyber safety are infused into the curriculum and students utilize Chromebooks regularly. Science instruction promotes authentic learning and problem-solving using the engineering design process. STEM lessons are taught regularly by homeroom teachers and also monthly by a specially-trained teacher for push-in lessons.

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Other Information:	Cliffwood Elementary School is located in Cliffwood, New Jersey and is part of the Matawan Aberdeen Regional School District. Cliffwood Elementary School's 2017-18 enrollment is approximately 340 students. Our school educates students in grades K-3.