NJ SCHOOL PERFORMANCE REPORT

DR. LEROY MCCLOUD ELEMENTARY SCHOOL
(03-1370-060)
Grades Offered: 04-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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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Grades Offered: 04-06
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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	BERGEN
District	ENGLEWOOD CITY
Principal Name	MRS. MILLA-SANCHEZ
Address	325 TENAFLY RD ENGLEWOOD, NJ 07631-1742
Phone Number	(201)862-6155
Email Address	CSANCHEZ@EPSD.ORG
Website	https://cleveland.epsd.org/home_page

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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
4	182	207	193
5	189	188	199
6	182	191	182
Total	553	586	575

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.1%	45.9%	46.1%
Male	53.9%	54.1%	53.9%
Economically Disadvantaged Students	74.3%	75.8%	73.4%
Students with Disabilities	13.7%	14.7%	16.9%
English Learners	8.1%	8.9%	9.4%
Homeless Students		1.2%	1.9%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.5%
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	2.7%	7.5%	11.0%
Hispanic	51.9%	51.9%	51.0%
Black or African American	38.7%	35.7%	34.4%
Asian	4.5%	4.6%	3.3%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	1.1%	0.3%	0.3%

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	59.1%
Spanish	39.1%
Other Languages	1.7%

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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	43	42	50	Met Standard	50	49	50	Met Standard
White	35	35	50	Not Met	52	52	51	Met Standard
Hispanic	48	45	49	Met Standard	52	50	48	Met Standard
Black or African American	38	38	44	Not Met	42.5	43.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64.5	59.5	61	**	65	64	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	41	39.5	48	Met Standard	49.5	49	47	Met Standard
Students with Disabilities	36	34	41	Not Met	27.5	30	43	Not Met
English Learners	49	48.5	54	Met Standard	50	51.5	51	Met Standard

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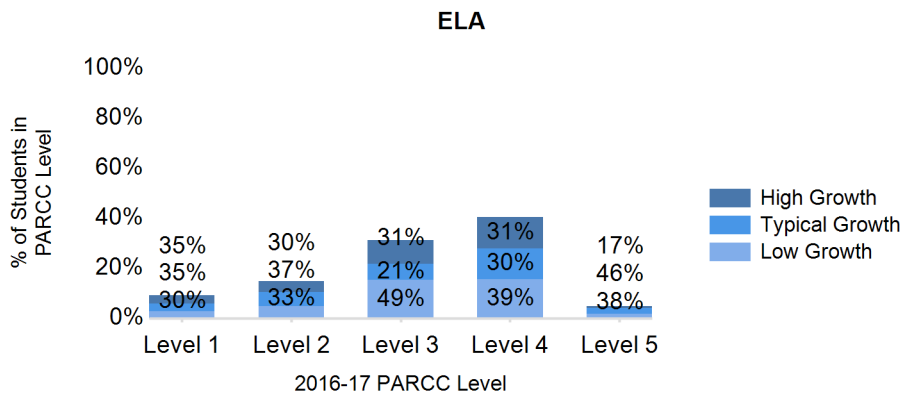
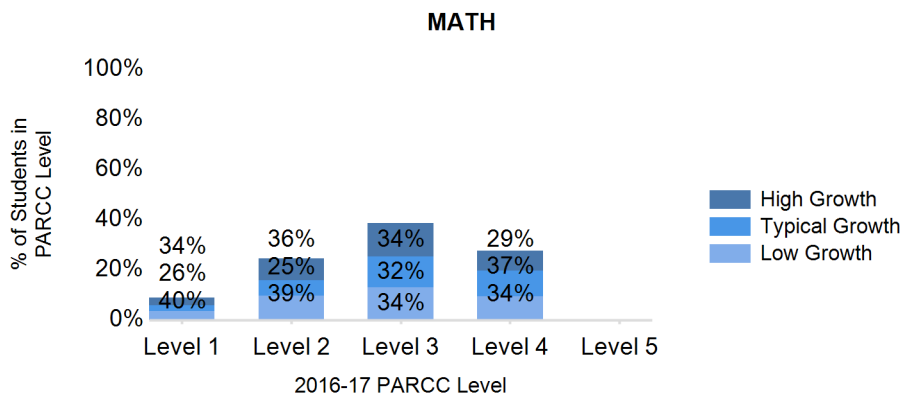
Student Growth by Performance Level

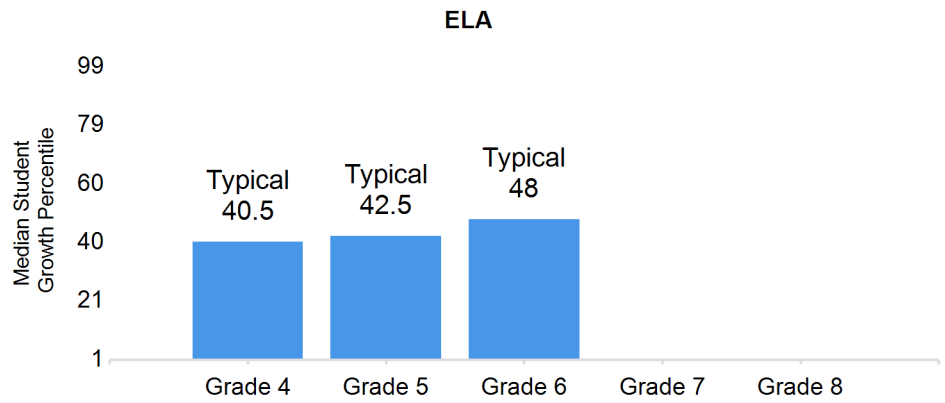
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

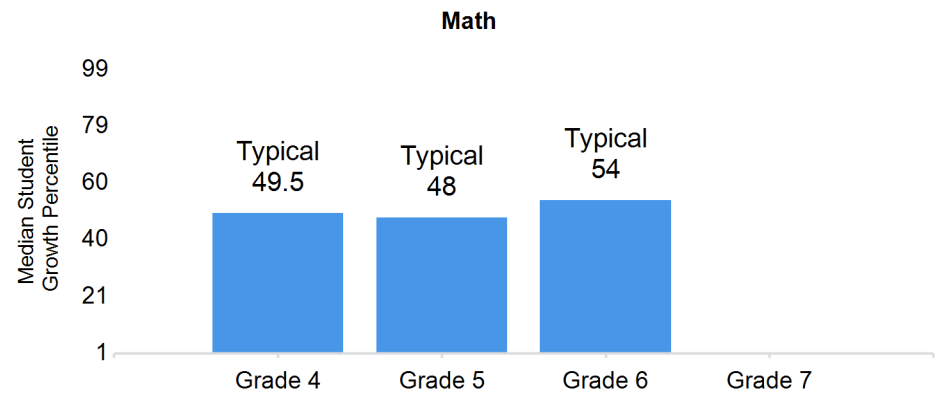




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	554	98.6	42.6	47.5	56.7	42.6	45.3	Met Target†
White	56	95.1	50.0	*	65.6	50.0	49.2	Met Target
Hispanic	283	99.3	41.4	46.1	42.5	41.4	47.6	Not Met
Black or African American	194	98.5	38.7	41.5	37.3	38.7	37.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	83.3	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	100.0	63.4	*	**	**
Female	251	97.7	47.8	54.2	64.5	47.8		
Male	303	99.3	38.3	41.9	49.4	38.3		
Economically Disadvantaged Students	376	98.4	38.0	42.8	38.5	38.0	40.8	Met Target†
Non-Economically Disadvantaged Students	178	98.9	52.3	55.3	67.5	52.3		
Students with Disabilities	96	99.0	*	12.8	21.6	*	18.5	Not Met
Students without Disabilities	458	98.5	*	54.1	63.9	*		
English Learners	124	100.0	37.9	32.9	27.3	37.9	38	Met Target†
Non-English Learners	430	98.2	44.0	50.8	59.4	44.0		
Homeless Students	*	*	*	13.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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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	184	742	742	756	10%	21%	24%	40%	5%	45%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	87	743	743	744	*	20%	26%	*	*	46%	44%
Black or African American	68	740	740	739	*	24%	19%	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	79	747	747	762	*	20%	24%	*	*	49%	63%
Male	105	738	738	751	*	21%	25%	*	*	42%	53%
Economically Disadvantaged Students	121	739	739	740	*	*	26%	*	*	39%	40%
Non-Economically Disadvantaged Students	63	749	749	767	*	*	22%	*	*	57%	70%
Students with Disabilities	33	710	710	726	*	*	*	*	*	*	25%
Students without Disabilities	151	749	749	762	*	*	*	*	*	*	64%
English Learners	14	722	722	720	*	*	*	*	*	*	17%
Non-English Learners	170	744	744	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	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	197	743	743	755	8%	23%	29%	35%	5%	40%	58%
White	21	756	756	763	*	*	*	*	*	62%	68%
Hispanic	98	735	735	743	10%	26%	35%	*	*	30%	43%
Black or African American	69	743	743	738	*	*	28%	42%	0%	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	84	748	748	762	*	18%	30%	*	*	48%	66%
Male	113	739	739	749	*	27%	29%	*	*	35%	51%
Economically Disadvantaged Students	138	739	739	739	*	25%	34%	*	*	33%	39%
Non-Economically Disadvantaged Students	59	752	752	766	*	19%	19%	*	*	58%	71%
Students with Disabilities	36	726	726	724	*	36%	36%	*	*	17%	22%
Students without Disabilities	161	746	746	762	*	20%	28%	*	*	45%	65%
English Learners	23	714	714	712	*	*	*	*	*	*	11%
Non-English Learners	174	746	746	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	745	745	754	9%	18%	30%	32%	11%	43%	56%
White	13	757	757	761	*	0%	*	*	*	62%	66%
Hispanic	100	746	746	742	*	18%	26%	*	*	48%	42%
Black or African American	58	738	738	737	*	24%	40%	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	92	748	748	761	*	15%	30%	*	*	46%	64%
Male	84	742	742	748	*	21%	29%	*	*	40%	48%
Economically Disadvantaged Students	114	746	746	739	*	18%	29%	*	*	45%	37%
Non-Economically Disadvantaged Students	62	744	744	764	*	19%	31%	*	*	40%	68%
Students with Disabilities	22	712	712	723	*	*	*	*	*	*	18%
Students without Disabilities	154	750	750	760	*	*	*	*	*	*	63%
English Learners	13	710	710	712	*	*	*	*	*	*	*
Non-English Learners	163	748	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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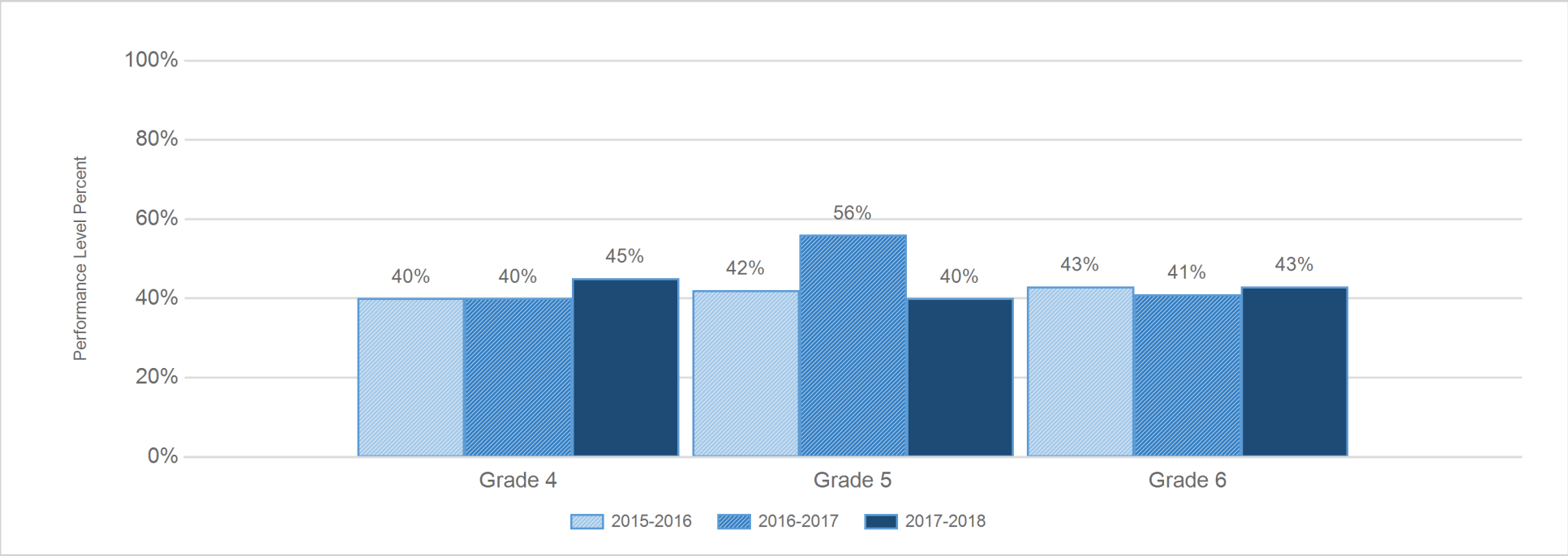
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	556	98.8	30.4	25.1	45.0	30.4	38.3	Not Met
White	56	95.1	41.1	*	54.1	41.1	42.1	Met Target†
Hispanic	285	99.3	29.5	23.8	29.2	29.5	40.2	Not Met
Black or African American	194	99.0	24.2	*	23.4	24.2	29.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.3	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	70.0	53.0	*	**	**
Female	252	98.1	31.4	24.9	46.0	31.4		
Male	304	99.4	29.6	25.3	43.9	29.6		
Economically Disadvantaged Students	377	98.4	26.8	*	26.6	26.8	35.6	Not Met
Non-Economically Disadvantaged Students	179	99.5	38.0	*	55.9	38.0		
Students with Disabilities	96	99.0	*	*	17.1	*	19.7	Not Met
Students without Disabilities	460	98.7	*	*	50.5	*		
English Learners	126	100.0	25.4	*	24.6	25.4	28.4	Met Target†
Non-English Learners	430	98.4	31.9	*	46.9	31.9		
Homeless Students	10	100.0	30.0	16.0	17.3	30.0		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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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	187	736	736	748	13%	20%	32%	*	*	36%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	89	736	736	737	11%	18%	35%	*	*	36%	34%
Black or African American	69	733	733	730	14%	28%	25%	*	*	33%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	81	738	738	748	*	20%	35%	*	*	35%	50%
Male	106	734	734	748	*	20%	29%	*	*	37%	49%
Economically Disadvantaged Students	121	733	733	733	*	18%	34%	*	*	31%	30%
Non-Economically Disadvantaged Students	66	742	742	758	*	23%	27%	*	*	44%	62%
Students with Disabilities	33	706	706	725	*	*	*	*	*	*	22%
Students without Disabilities	154	742	742	753	*	*	*	*	*	*	55%
English Learners	16	713	713	722	*	*	*	*	*	*	16%
Non-English Learners	171	738	738	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	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

DR. LEROY MCCLOUD ELEMENTARY SCHOOL
(03-1370-060)
Grades Offered: 04-06
2017-2018

Report Key:
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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	198	735	735	748	9%	23%	38%	*	*	29%	49%
White	21	745	745	756	0%	*	*	48%	0%	48%	60%
Hispanic	99	732	732	736	10%	24%	39%	26%	0%	26%	32%
Black or African American	69	731	731	730	*	25%	43%	*	*	22%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	85	738	738	749	*	*	45%	*	*	31%	50%
Male	113	733	733	747	*	*	34%	*	*	28%	48%
Economically Disadvantaged Students	138	731	731	733	*	24%	41%	*	*	24%	29%
Non-Economically Disadvantaged Students	60	743	743	758	*	22%	33%	*	*	42%	62%
Students with Disabilities	36	721	721	726	*	*	*	*	*	*	20%
Students without Disabilities	162	738	738	752	*	*	*	*	*	*	55%
English Learners	24	716	716	718	*	*	*	*	*	*	13%
Non-English Learners	174	737	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

DR. LEROY MCCLOUD ELEMENTARY SCHOOL
(03-1370-060)
Grades Offered: 04-06
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	178	732	732	744	14%	23%	37%	*	*	26%	44%
White	13	746	746	751	*	0%	*	*	*	46%	54%
Hispanic	102	732	732	731	13%	26%	34%	26%	0%	26%	27%
Black or African American	58	727	727	726	*	24%	45%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	92	733	733	745	13%	17%	41%	*	*	28%	45%
Male	86	731	731	742	15%	29%	33%	*	*	23%	42%
Economically Disadvantaged Students	115	733	733	729	11%	27%	36%	*	*	26%	24%
Non-Economically Disadvantaged Students	63	732	732	753	19%	16%	40%	*	*	25%	56%
Students with Disabilities	22	709	709	717	*	*	*	*	*	*	13%
Students without Disabilities	156	736	736	748	*	*	*	*	*	*	49%
English Learners	15	707	707	713	*	*	*	*	*	*	11%
Non-English Learners	163	735	735	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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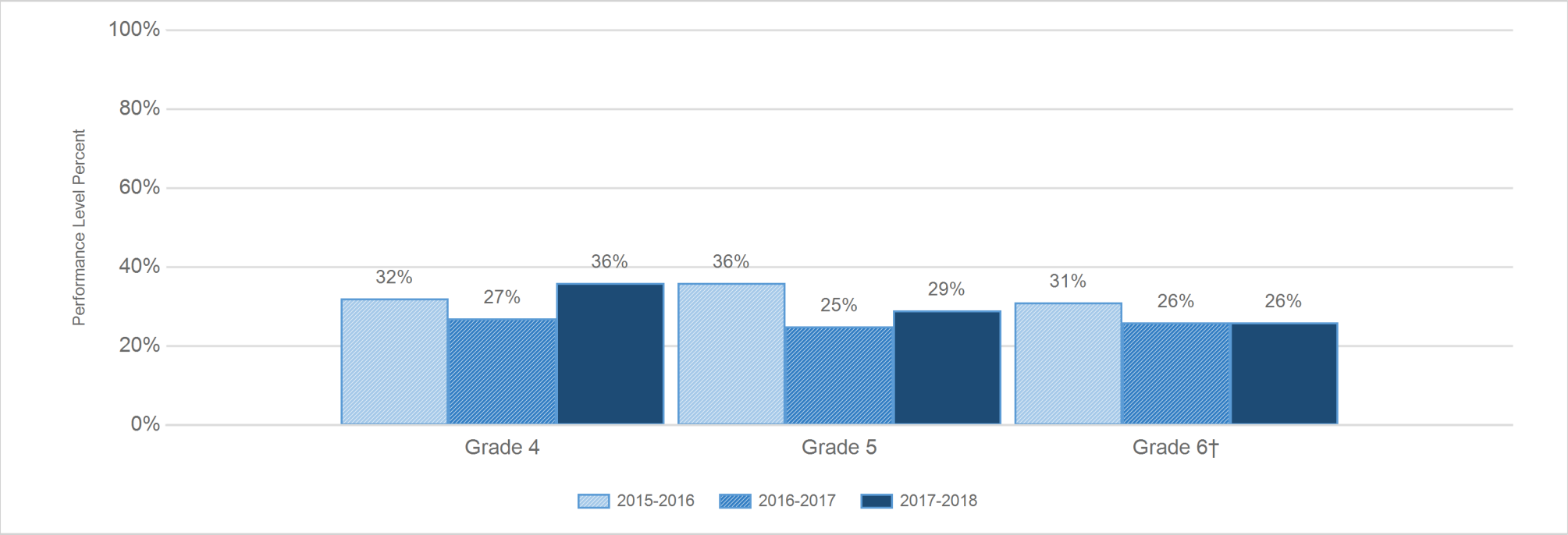
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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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
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	48.7%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	14	85.7%	14.3%
5 or more	12	66.7%	33.3%

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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.

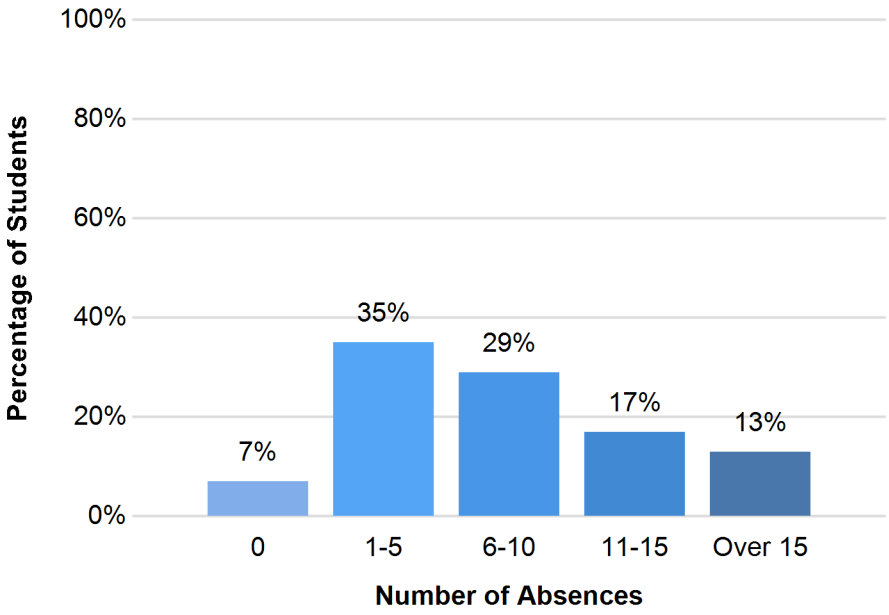
Chronic Absenteeism

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	56	9.8	7.9	Not Met
White	6	9.7	7.9	Not Met
Hispanic	23	7.8	7.9	Met
Black or African American	27	13.7	7.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	44	10.5	7.9	Not Met
Students with Disabilities	13	13.0	7.9	Not Met
English Learners	3	5.6	7.9	Met

Days Absent

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



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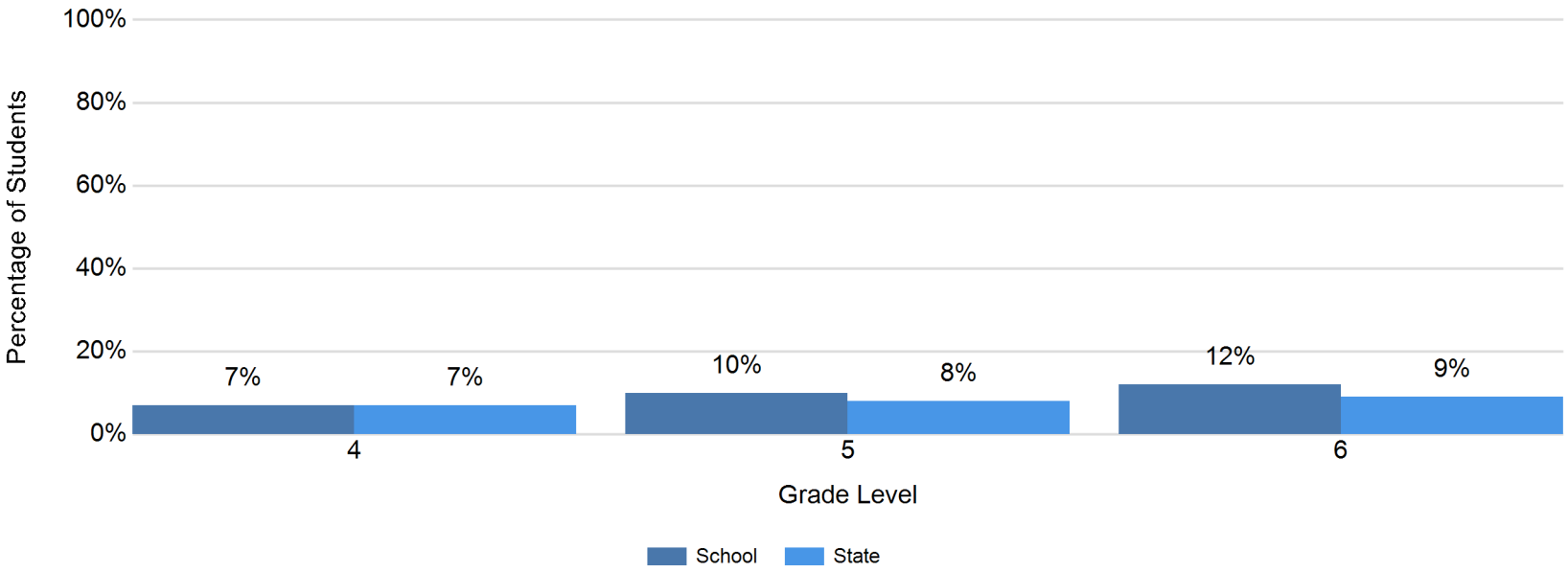
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	24
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	4.35

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	1	3	4
Sexual Orientation	0	1	1
Disability	0	1	1
Other	3	19	22
No Identified Nature	4		4

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
14

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	3.2:1

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)	$684	$17,474	$18,158

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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	58	117,464
Average years experience in public schools	9.4	12.0
Average years experience in district	9.2	10.7
Teachers in district for 4 or more years	65.5%	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	23	9,374
Average years experience in public schools	8.4	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	52.2%	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	11:1
Students to Administrators	288:1	132:1
Teachers to Administrators	29:1	12:1
Students to Librarians/Media Specialists		3031:1
Students to Nurses		606:1
Students to Counselors		303:1
Students to Child Study Team		178:1

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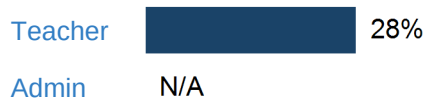
Teachers and Administrators - Level of Education

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.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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	86.5%	90.2%
2016-17 Administrators: Same district 2017-18	68.0%	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	87.5%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.7%	50.0%
Male	10.3%	50.0%
White	48.3%	0.0%
Hispanic	27.6%	50.0%
Black or African American	17.2%	50.0%
Asian	6.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

DR. LEROY MCCLOUD ELEMENTARY SCHOOL
(03-1370-060)
Grades Offered: 04-06
2017-2018

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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	25.12	15.0%
Mathematics Proficiency	19.43	15.0%
English Language Arts Growth	23.40	20.0%
Mathematics Growth	42.31	20.0%
Progress Towards English Language Proficiency	36.17	20.0%
Chronic Absenteeism	36.99	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	30.76	n/a
Summative Rating: Percentile Rank of Summative Score	19.96	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	23.53	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	51.02	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	44.16	14.08	No	Met Target	Met Target†	Not Met	Met Standard	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	45.42	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	21.16	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	51.22	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	Met Standard	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:	• The Dr. Leroy McCloud Elementary School (Formerly Cleveland Elementary School) is a Grade 3 – 5 School for the district. It boasts state of the art media center and physical facilities. The school is • We practice Mindfulness throughout the day which is supported and provided by the LG Company. We find that mindfulness prepares and cultivates students for the academic environment.
Mission, Vision, Theme:	The mission of the Englewood Public School District is to provide educational excellence by creating a learning environment that empowers all students to achieve the New Jersey Student Learning Standards at all grade levels, to develop character and to master the academic and social skills necessary for success as individuals and as members of a global community.
Awards, Recognition, Accomplishments:	The Dr. Leroy McCloud Elementary School Chorus was recognized state-wide for participating in chorus competitions.

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Courses, Curriculum, Instruction:	The Englewood Public School District offers Professional Learning opportunities that align and support the school curriculum and the New Jersey Students Learning Standards (NJSLS). Along with a newly revised English Language Arts, Science, Social Studies and Math Curriculum various Houghton Mifflin-Harcourt (HMH) programs were purchased that support classroom instruction.
Clubs and Activities:	Dr. Leroy McCloud Elementary School offers the Soccer Club, Science Club, Latin Festival Club, Tech Club Student Council, and the Year Book Club.

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Before and After School Programs:	After School Recreational Program, After School Tutorial Program, Young People's Chorus@Thurnauer
Staff and Professional Learning:	The Englewood Public School District offers Professional Learning opportunities that align and support the school curriculum and the New Jersey Students Learning Standards (NJSLS). Along with a newly revised English Language Arts, Science, Social Studies and Math Curriculum various Houghton Mifflin-Harcourt (HMH) programs were purchased that support classroom instruction.

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Student Supports and Services:	To meet the unique needs of all students, the school has a fully staffed Child Study Team whose members work cooperatively with families to determine the most effective combination of programs and services beginning as early as age 3. The school also has PIRT and I&RS Teams that work collaboratively with all staff to develop and implement best practice Tier 1 Plan for students experiencing academic, behavioral and health difficulties. The school also has a member of the District RtI Team assigned as a liaison and consultant for all matters related to at-risk students.
Parent and Community Involvement:	The Dr. Leroy McCloud Elementary Parent Teacher Organization supports 600 of its students. The organization provides support to students and families in the school. They hold fundraisers and provide unique opportunities for students.

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Facilities:	Dr.Leroy McCloud Elementary School spreads over three stories with 47 classrooms, including a gymnasium, a media center, and a cafeteria. Columbine locks have been installed on the classroom doors so doors can be locked from the inside for our students' safety. All classroom doors are locked throughout the school day and security staff patrols our hallways. Additionally, cameras monitor the hallways and building exit doors.