NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-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	CUMBERLAND
District	BRIDGETON CITY
Principal Name	MR. SPENCER
Address	11 CHERRY STREET BRIDGETON, NJ 08302
Phone Number	(856)455-8030
Email Address	TSPENCER@BRIDGETON.K12.NJ.US
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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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	108	74	63
1	102	86	73
2	112	62	78
3	102	81	61
4	73	84	69
5	81	63	82
6	51	65	59
7	57	38	62
8	52	46	26
Total	738	599	573

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	51.2%	50.4%	49.7%
Male	48.8%	49.6%	50.3%
Economically Disadvantaged Students	92.4%	91.0%	94.9%
Students with Disabilities	5.1%	6.7%	6.1%
English Learners	28.5%	21.9%	23.4%
Homeless Students		6.2%	6.3%
Students in Foster Care		0.8%	1.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		1.0%	1.0%

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	2.0%	1.7%	1.6%
Hispanic	54.7%	49.4%	51.0%
Black or African American	41.5%	47.2%	44.9%
Asian	0.1%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.2%	0.3%
Two or More Races	1.5%	1.5%	2.3%

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	108	74	63

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	58.3%
Spanish	41.5%
Other Languages	0.2%

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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	46.5	45	50	Met Standard	42	41	50	Met Standard
White	*	28	50	**	*	53	51	**
Hispanic	46.5	47	49	Met Standard	47	44	48	Met Standard
Black or African American	43	38	44	Met Standard	36	33	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	42	49	**	*	33	51	**
Economically Disadvantaged	45	45	48	Met Standard	42	41	47	Met Standard
Students with Disabilities	32	32	41	Not Met	40	39	43	Met Standard
English Learners	40.5	44	54	Met Standard	47	44	51	Met Standard

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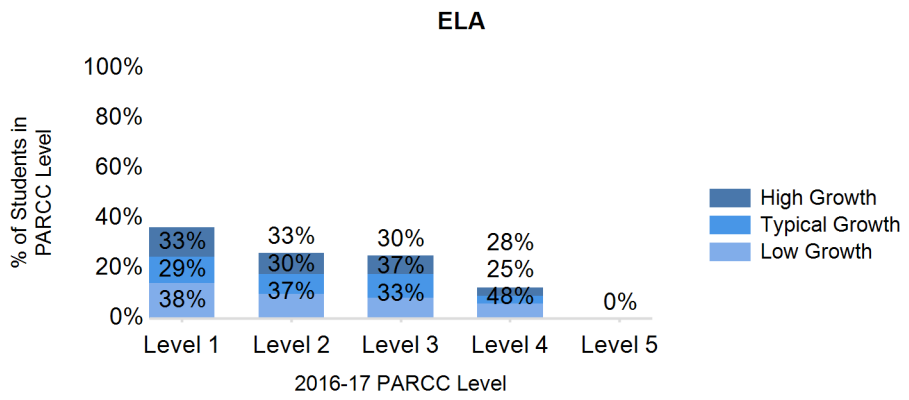
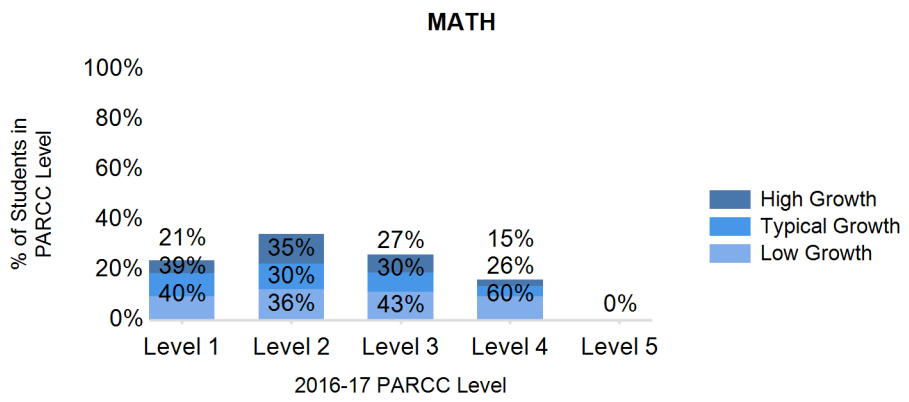
Student Growth by Performance Level

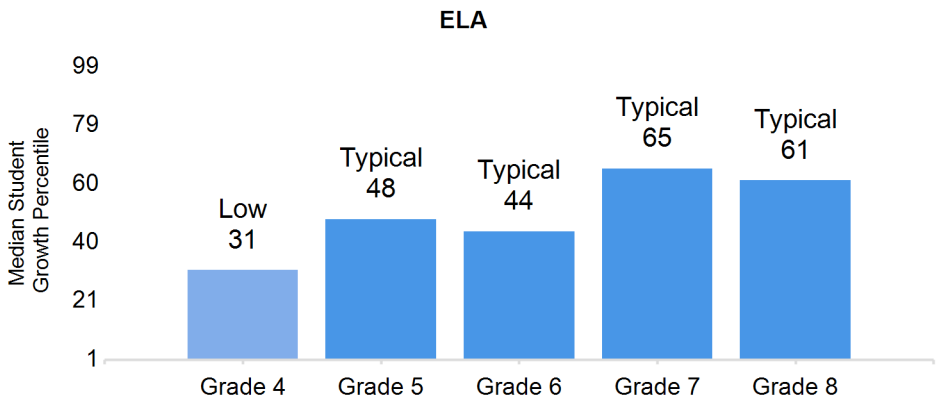
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

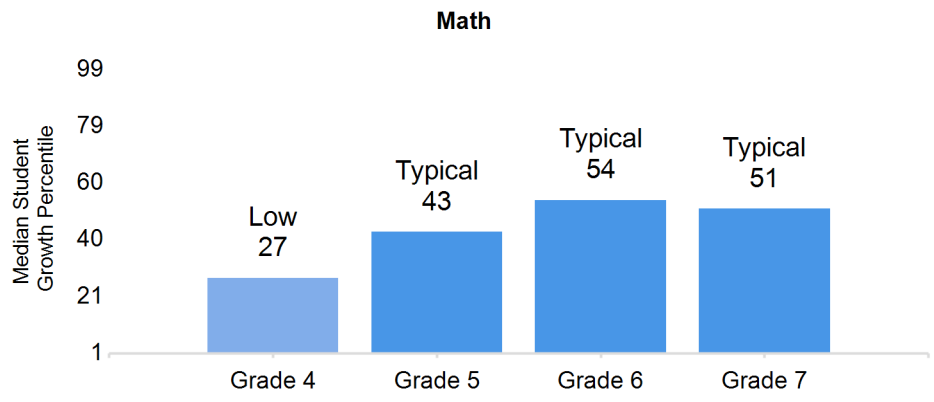




Student Growth by Grade

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	390	98.8	17.4	21.1	56.7	17.4	16.5	Met Target
White	*	*	*	29.1	65.6	*	**	**
Hispanic	200	98.1	23.0	22.6	42.5	23.0	18.8	Met Target
Black or African American	180	99.5	11.1	14.6	37.3	11.1	13	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	14.0	63.4	*	**	**
Female	192	98.1	22.9	26.0	64.5	22.9		
Male	198	99.5	12.1	15.8	49.4	12.1		
Economically Disadvantaged Students	365	99.0	*	*	38.5	*	17	Met Target
Non-Economically Disadvantaged Students	25	96.2	*	*	67.5	*		
Students with Disabilities	46	95.9	*	*	21.6	*	9.8	Not Met
Students without Disabilities	344	99.2	*	*	63.9	*		
English Learners	100	98.1	10.0	11.5	27.3	10.0	9.3	Met Target
Non-English Learners	290	99.0	20.0	25.3	59.4	20.0		
Homeless Students	18	100.0	16.7	17.6	27.7	16.7		
Students In Foster Care	*	*	*	15.4	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	14.3	30.1	*		

† 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	62	711	707	750	40%	23%	24%	*	*	13%	52%
White	N	N	705	759	N	N	N	N	N	N	61%
Hispanic	34	711	708	736	47%	*	*	*	*	18%	38%
Black or African American	*	*	702	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	39	714	710	756	*	*	*	*	*	*	57%
Male	23	705	702	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	707	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	703	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	662	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	710	756	*	*	*	*	*	*	57%
English Learners	21	695	695	712	*	*	*	*	*	*	15%
Non-English Learners	41	719	716	753	*	*	*	*	*	*	55%
Homeless Students	*	*	713	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	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	78	714	717	756	31%	41%	14%	14%	0%	14%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	40	715	717	744	30%	43%	*	*	*	18%	44%
Black or African American	36	712	712	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	763	*	*	*	*	*	*	63%
Female	34	719	723	762	*	*	*	*	*	*	63%
Male	44	709	711	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	711	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	693	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	719	762	*	*	*	*	*	*	64%
English Learners	25	702	701	720	*	*	*	*	*	*	17%
Non-English Learners	53	719	725	759	*	*	*	*	*	*	61%
Homeless Students	*	*	714	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	*	*	708	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	715	719	755	28%	35%	22%	15%	0%	15%	58%
White	N	N	725	763	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	45	712	714	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	*	*	*	763	*	*	*	*	*	*	65%
Female	39	721	726	762	*	36%	*	*	*	21%	66%
Male	49	710	712	749	*	35%	*	*	*	10%	51%
Economically Disadvantaged Students	*	*	719	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	723	766	*	*	*	*	*	*	71%
Students with Disabilities	16	692	693	724	*	*	*	*	*	*	22%
Students without Disabilities	72	720	722	762	*	*	*	*	*	*	65%
English Learners	18	695	693	712	*	*	*	*	*	*	11%
Non-English Learners	70	720	725	757	*	*	*	*	*	*	60%
Homeless Students	*	*	714	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	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	61	720	724	754	20%	33%	34%	*	*	13%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	29	725	727	742	*	*	34%	*	*	28%	42%
Black or African American	28	715	714	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	761	*	*	*	*	*	*	64%
Female	25	722	731	761	*	*	*	*	*	12%	64%
Male	36	719	717	748	*	*	*	*	*	14%	48%
Economically Disadvantaged Students	*	*	724	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	726	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	696	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	727	760	*	*	*	*	*	*	63%
English Learners	*	*	700	712	*	*	*	*	*	*	*
Non-English Learners	*	*	727	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	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	77	725	725	760	21%	22%	35%	*	*	22%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	42	730	726	746	*	*	38%	*	*	26%	49%
Black or African American	*	*	717	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	767	*	*	*	*	*	*	68%
Female	45	738	734	769	*	*	*	*	*	*	72%
Male	32	706	714	752	*	*	*	*	*	*	54%
Economically Disadvantaged Students	*	*	724	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	731	771	*	*	*	*	*	*	73%
Students with Disabilities	15	690	692	721	*	*	*	*	*	*	22%
Students without Disabilities	62	733	729	768	*	*	*	*	*	*	71%
English Learners	*	*	692	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	728	762	*	*	*	*	*	*	64%
Homeless Students	*	*	718	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

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-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	36	736	730	759	*	*	39%	*	*	33%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	20	735	734	744	*	*	*	*	*	35%	45%
Black or African American	*	*	716	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	766	*	*	*	*	*	*	66%
Female	17	745	738	768	*	*	*	*	*	41%	69%
Male	19	727	721	751	*	*	*	*	*	26%	52%
Economically Disadvantaged Students	36	736	730	740	*	*	39%	*	*	33%	42%
Non-Economically Disadvantaged Students	N	N	727	769	N	N	N	N	N	N	71%
Students with Disabilities	*	*	683	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	735	766	*	*	*	*	*	*	68%
English Learners	N	N	679	703	N	N	N	N	N	N	*
Non-English Learners	36	736	733	761	*	*	39%	*	*	33%	*
Homeless Students	N	N	709	727	N	N	N	N	N	N	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	*	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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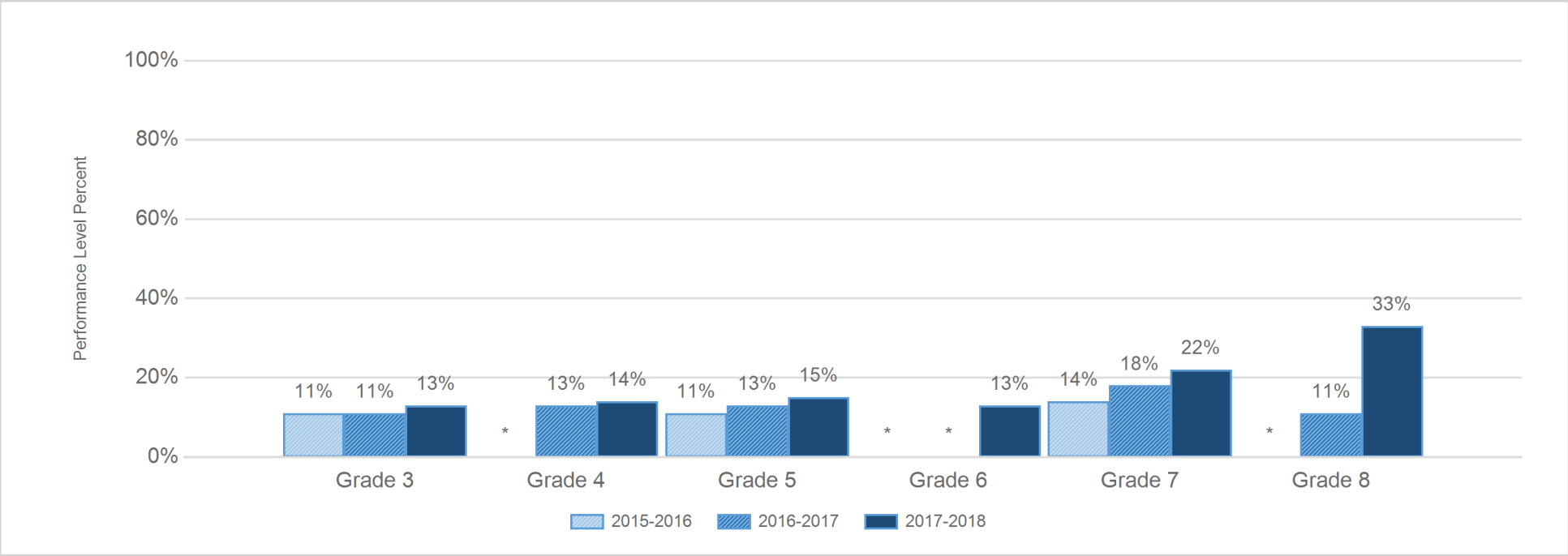
English Language Arts/Literacy Assessment - Performance Trends

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

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-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	393	99.0	15.6	*	45.0	15.6	17.3	Met Target†
White	*	*	*	22.5	54.1	*	**	**
Hispanic	203	99.1	21.7	16.3	29.2	21.7	19.2	Met Target
Black or African American	180	98.9	*	*	23.4	*	14.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	194	98.6	17.5	*	46.0	17.5		
Male	199	99.5	13.6	*	43.9	13.6		
Economically Disadvantaged Students	367	99.0	*	14.4	26.6	*	17.7	Met Target†
Non-Economically Disadvantaged Students	26	100.0	*	14.7	55.9	*		
Students with Disabilities	46	95.9	*	*	17.1	*	8.5	Met Target†
Students without Disabilities	347	99.5	*	*	50.5	*		
English Learners	103	100.0	13.6	*	24.6	13.6	13.1	Met Target
Non-English Learners	290	98.7	16.2	*	46.9	16.2		
Homeless Students	18	100.0	16.7	*	17.3	16.7		
Students In Foster Care	*	*	*	15.4	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	17.5	23.7	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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	62	722	720	752	23%	27%	34%	16%	0%	16%	53%
White	N	N	715	760	N	N	N	N	N	N	64%
Hispanic	34	730	722	739	*	*	29%	29%	0%	29%	38%
Black or African American	*	*	712	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	39	720	721	752	*	*	*	*	*	18%	53%
Male	23	725	718	751	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	721	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	710	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	681	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	723	756	*	*	*	*	*	*	57%
English Learners	21	721	715	726	*	*	*	*	*	24%	23%
Non-English Learners	41	722	724	754	*	*	*	*	*	12%	56%
Homeless Students	*	*	715	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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	79	714	719	748	32%	35%	22%	*	*	11%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	41	717	721	737	27%	34%	24%	*	*	15%	34%
Black or African American	36	710	710	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	752	*	*	*	*	*	*	55%
Female	34	720	721	748	*	*	*	*	*	*	50%
Male	45	709	717	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	720	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	712	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	721	753	*	*	*	*	*	*	55%
English Learners	26	706	709	722	*	*	*	*	*	*	16%
Non-English Learners	53	718	725	750	*	*	*	*	*	*	52%
Homeless Students	*	*	715	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	*	*	722	731	*	*	*	*	*	*	32%

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

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N No Data is available to display
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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	89	716	718	748	30%	39%	15%	*	*	16%	49%
White	N	N	728	756	N	N	N	N	N	N	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	45	713	709	730	36%	36%	*	*	*	18%	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	*	*	*	754	*	*	*	*	*	*	55%
Female	40	711	719	749	*	*	*	*	*	*	50%
Male	49	720	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	717	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	720	758	*	*	*	*	*	*	62%
Students with Disabilities	16	707	704	726	*	*	*	*	*	*	20%
Students without Disabilities	73	718	719	752	*	*	*	*	*	*	55%
English Learners	19	708	704	718	*	*	*	*	*	*	13%
Non-English Learners	70	718	721	750	*	*	*	*	*	*	51%
Homeless Students	*	*	717	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	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

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

Report Key:
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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	61	719	719	744	25%	38%	26%	*	*	11%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	29	730	722	731	*	41%	*	*	*	24%	27%
Black or African American	28	709	708	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	749	*	*	*	*	*	*	52%
Female	25	720	721	745	*	52%	*	*	*	12%	45%
Male	36	719	717	742	*	28%	*	*	*	11%	42%
Economically Disadvantaged Students	*	*	719	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	719	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	698	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	721	748	*	*	*	*	*	*	49%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	721	745	*	*	*	*	*	*	45%
Homeless Students	*	*	713	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	722	721	743	13%	45%	26%	17%	0%	17%	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	43	727	723	732	*	44%	*	*	*	23%	27%
Black or African American	*	*	713	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	748	*	*	*	*	*	*	51%
Female	46	728	724	745	*	*	*	*	*	*	45%
Male	32	714	718	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	721	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	721	751	*	*	*	*	*	*	55%
Students with Disabilities	15	699	698	717	*	*	*	*	*	*	12%
Students without Disabilities	63	728	725	748	*	*	*	*	*	*	50%
English Learners	*	*	702	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	744	*	*	*	*	*	*	45%
Homeless Students	*	*	719	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

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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	36	730	718	728	*	*	36%	28%	0%	28%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	20	733	721	722	*	*	*	*	*	35%	22%
Black or African American	*	*	710	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	17	738	722	731	*	*	*	*	*	35%	31%
Male	19	723	714	725	*	*	*	*	*	21%	26%
Economically Disadvantaged Students	36	730	718	719	*	*	36%	28%	0%	28%	20%
Non-Economically Disadvantaged Students	N	N	717	735	N	N	N	N	N	N	35%
Students with Disabilities	*	*	683	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	722	735	*	*	*	*	*	*	*
English Learners	N	N	684	705	N	N	N	N	N	N	10%
Non-English Learners	36	730	721	729	*	*	36%	28%	0%	28%	29%
Homeless Students	N	N	704	708	N	N	N	N	N	N	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	*	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

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

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	718	746	N	N	N	N	N	N	46%
White	N	N	708	755	N	N	N	N	N	N	57%
Hispanic	N	N	721	730	N	N	N	N	N	N	27%
Black or African American	N	N	710	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	*	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	720	748	N	N	N	N	N	N	48%
Male	N	N	716	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	718	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	719	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	699	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	720	752	N	N	N	N	N	N	52%
English Learners	N	N	695	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	749	N	N	N	N	N	N	*
Homeless Students	N	N	709	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	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-08
2017-2018

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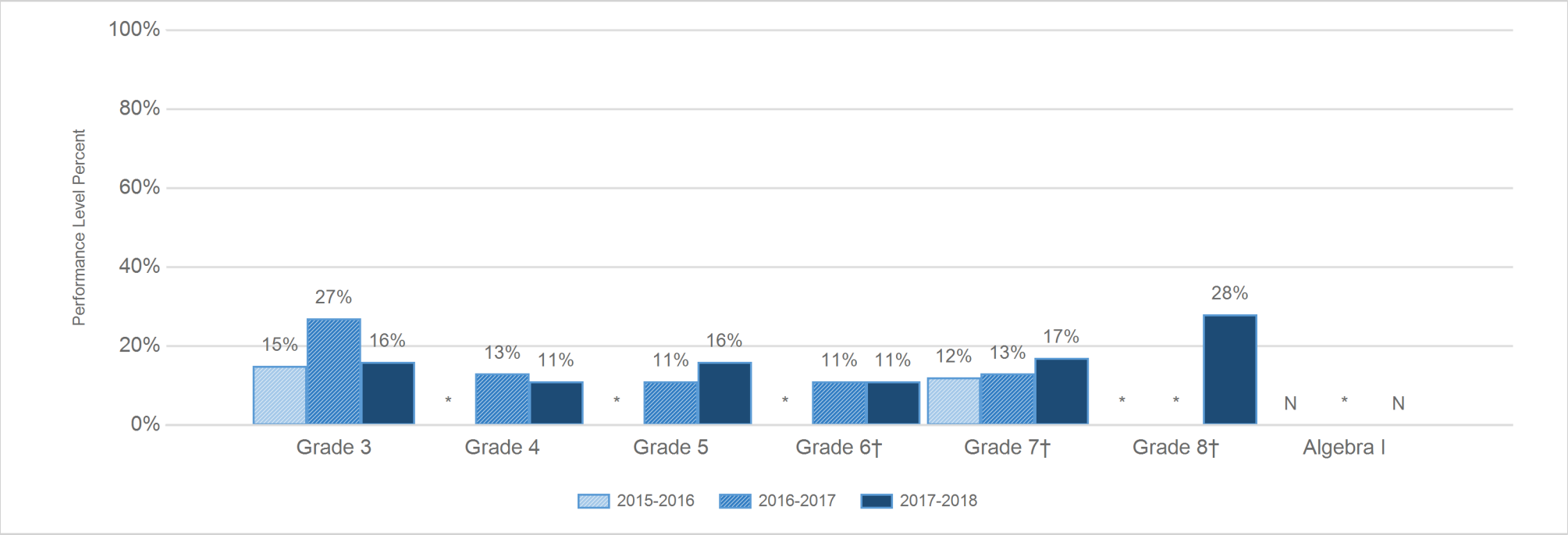
Mathematics Assessment – Performance Trends

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	N	N
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.0%	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	17	82.4%	17.6%
3-4	57	*	*
5 or more	74	*	*

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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	59
7	0	0	62
8	0	0	26
Total	0	0	147

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	59
7	0	0	0	0	0	0	62
8	0	0	0	0	0	0	26
Total	0	0	0	0	0	0	147

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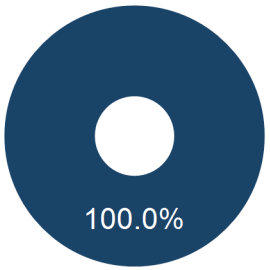
Visual and Performing Arts – Course Participation

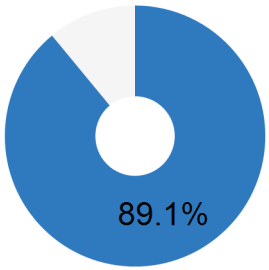
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

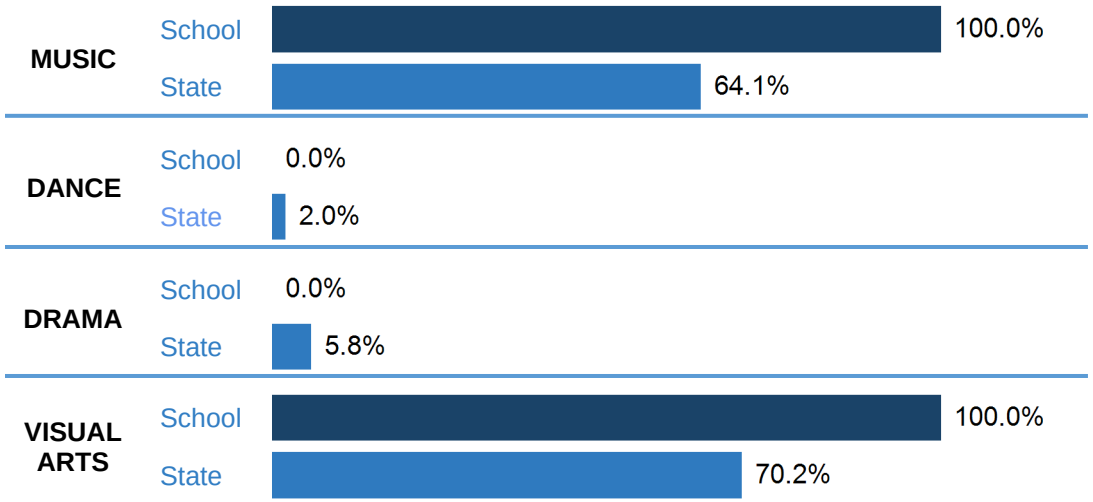


School



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.

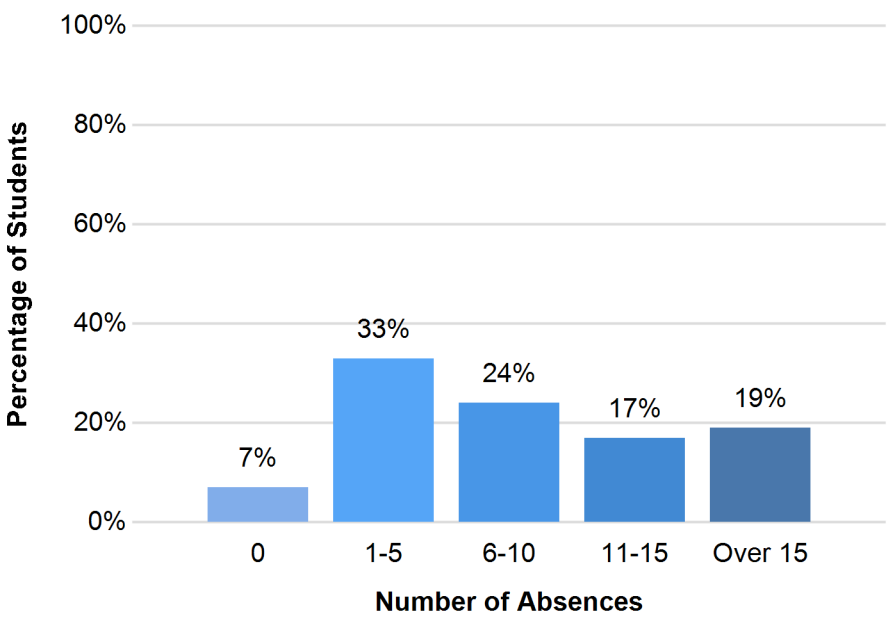
Chronic Absenteeism

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	91	15.8	9.1	Not Met
White	*	*	**	**
Hispanic	32	10.8	9.1	Not Met
Black or African American	52	20.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	38.5	**	**
Economically Disadvantaged Students	88	16.2	9.1	Not Met
Students with Disabilities	6	14.6	9.1	Not Met
English Learners	16	11.9	9.1	Not Met

Days Absent

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



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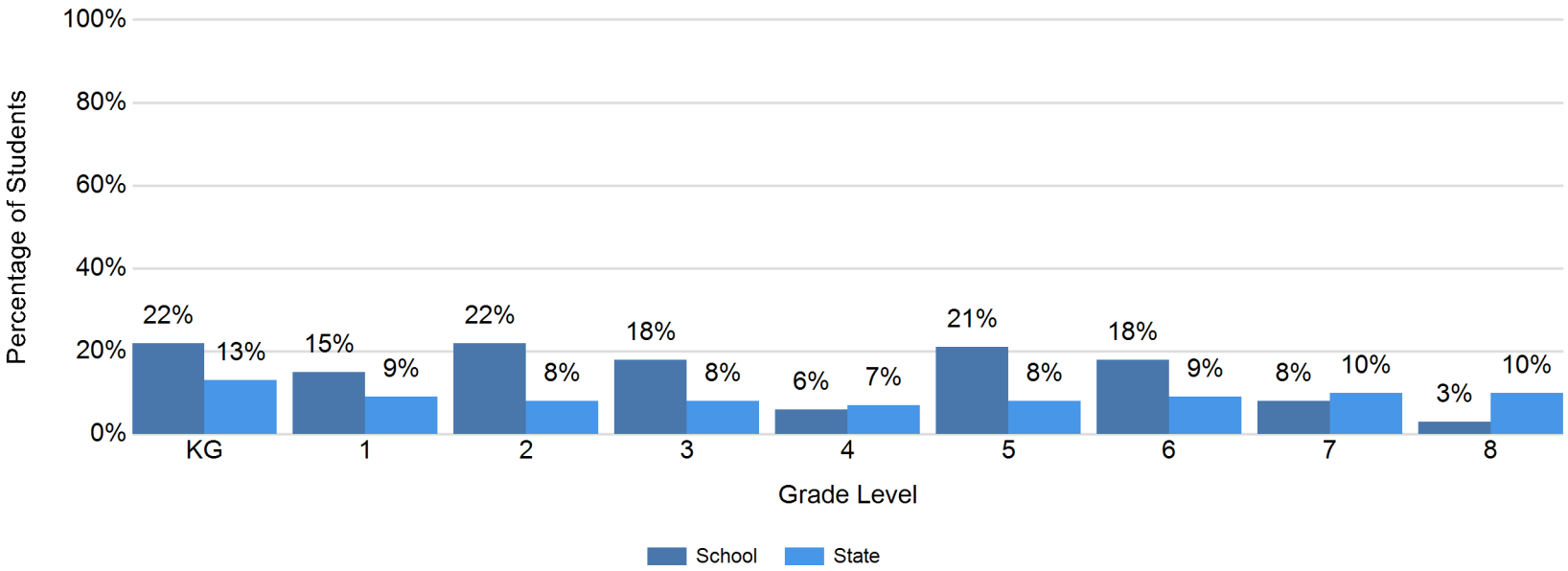
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	62
Weapons	2
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	90
Incidents Per 100 Students Enrolled	15.71

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	2
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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	1	1
Sexual Orientation	0	5	5
Disability	0	1	1
Other	2	17	19
No Identified Nature	21		21

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	54	9.4%
Out-of-School Suspensions	36	6.3%
Any Suspension	75	13.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
188

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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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 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	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)	$1,180	$13,694	$14,874

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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	51	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	9.4	10.7
Teachers in district for 4 or more years	68.6%	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	34	9,374
Average years experience in public schools	17.5	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	70.6%	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	11:1	13:1
Students to Administrators	287:1	184:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		1040:1
Students to Nurses		520:1
Students to Counselors		240:1
Students to Child Study Team		520:1

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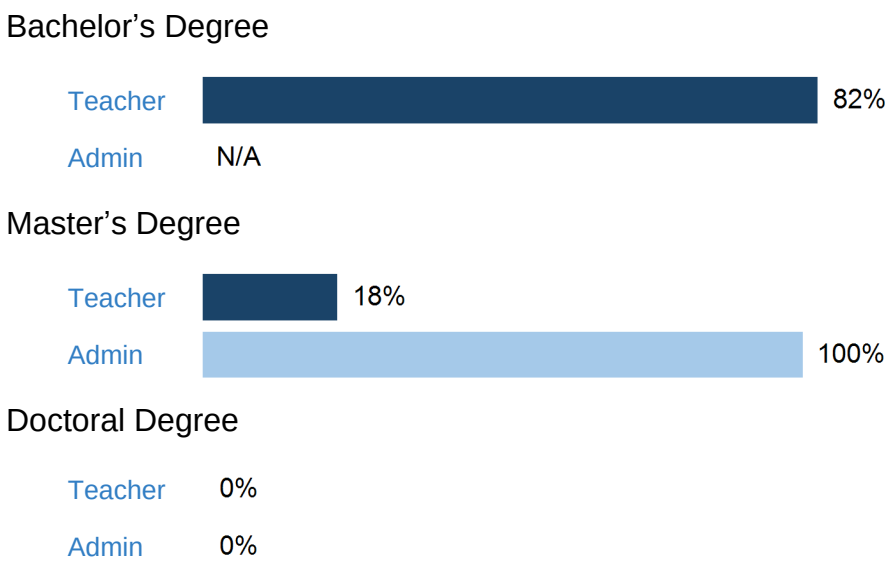
Teachers and Administrators - Level of Education

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	93.7%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	84.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.4%	0.0%
Male	17.6%	100.0%
White	58.8%	50.0%
Hispanic	15.7%	0.0%
Black or African American	23.5%	50.0%
Asian	2.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	2.90	15.0%
Mathematics Proficiency	6.69	15.0%
English Language Arts Growth	30.81	20.0%
Mathematics Growth	24.93	20.0%
Progress Towards English Language Proficiency	18.30	20.0%
Chronic Absenteeism	14.51	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.70	n/a
Summative Rating: Percentile Rank of Summative Score	6.58	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	Met Target†	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	32.57	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	23.41	14.08	No	Met Target†	Not Met	Met Standard	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	26.43	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	23.24	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	22.21	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

CHERRY STREET SCHOOL
(11-0540-055)
Grades Offered: KG-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:	• • Cumberland Empowerment Zone 21st Century After-School Club • Children's Literacy Intitative Grades K-3 and School Wide Reading Intitiative • Cherry St. Student wins county science fair and ad
Mission, Vision, Theme:	The mission of Cherry St. School is to provide excellent instruction through high expectations and rigor with a curriculum that guides students to become successful, confident and productive individuals with a superior education. We understand that learning is the result of a partnership of teachers, parents, and the community. As students grow, a culture of excellence is expected by the Cherry St. learning community.
Awards, Recognition, Accomplishments:	One of our 8th Grade students won county science fair in environmental science and advanced to the regional competition.

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Courses, Curriculum, Instruction:	Language Arts K-2 Orten Gillingham, Grades 3-5 Journey's, Grades 6-8 Novelties & Holt McDougal Common Core Education. Math K-6 Go Math, Grades 7 & 8 McDougal Exploration in Math. Science K-5 Science Fusion, 6-8 grades Science Fusion. Social Studies K-3 Neighborhoods Near & Far, Grade 4 NJ Weekly Studies, 5th grade Social Studies Reading Support & Intervention, 6-8th grade National Geographic World History- Great Civilizations.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Middle School Sport include: Cross Country, Field Hockey, Soccer,Basketball, Cheerleading, Track & Field
Clubs and Activities:	After-School Clubs: Coooking with Science, Homework Club, Reading Club, Reading Readines, Math Readiness, Drama Club, Lego Robotics, Gear Up, Gifted & Talented, Future Teachers Club & Band

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Before and After School Programs:	21st Century Program- Grades 5-8
Staff and Professional Learning:	Professional Learning Communities meet weekly. Staff received professional development training in Classroom Management, Sheltered Instruction, Blended On-line learning (PLC's), Higher Order Questioning Techniques, Reading Across the Curriculum, Cultural Sensitivity & Vocabulary Development,

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Student Supports and Services:	Services Provided Include: Intervention & Referral Services, ESL Support, After-school Tutoring, Parent Liaison, Attendance Officer assists with chronically absent students, Behavior Specialist, Positive Behavior Support In Schools (PBSIS), Banking Program for students.
Student Health and Wellness:	Fresh Fruits & Vegetable Program provide these snacks for students 2 times per week. Breakfast & Dinner programs provides breakfast for all students & dinner for those students that stay for after-school activities. Physical Education activities with our PE department are designed to promote lifelong fitness. Complete Care assists with dental needs for our students.
Parent and Community Involvement:	PTO- The PTO assists in fundraising to provide supplies for families in need and other school activities. Cherry St. School plans two family PARCC nights each year to prepare families for the state mandated assessment. The school has affiliated with Gateway, Cumberland County Prosecutor's office, Big Brother/Big Sister's, Century Savings Bank, Bridgeton Youth to Youth, Better Tomorrow, & Families in Motion.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Cherry St. School Conducts a Culture & Climate Survey for Parents, Teachers, and Students two times during the school year. The results are communicated to staff during our staff meetings and parents during our conferences and night time events. The results are used to assist in the improvement of instruction, discipline, building management, curriculum, etc.
Facilities:	Cherry st. was originally constructed in 1962 and added another wing in 1994. All classrooms are supplied with Smartboard and/or smart tv's. Cherry St. is equipped with the latest in technology including a computer lab and media center. There are two multipurpose rooms in the front and rear of the building.

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Other Information:	Cherry Street School is a dedicated educational learning environment that encourages all of our students to "soar to success." The Cherry Street School is a K-8 school with approximately 600 students. Our dedicated teaching staff has adopted rigorous school goals intended to enhance school culture and climate, student achievementt and staff professional development. We at Cherry Street School fervently believe that all students can achieve. Our teaching staff has been dedicated to working closely in their Professional Learning Communities to review and anlayze student achievement data and collaboratively plan effective standards based instruction upon data findings. Our parents, community members and all stakeholders are vital partners in our students' success. Parents and community members are invited to participate with our School Leader Council (SLC) and our Parent Teacher Organization (PTO). We consistently strive to encourage parental involvement. Parents are welcomed to attend all of our school activities, programs, and volunteer opportunities. With the help of all of our stakeholders, the Cherry Street Falcons will "Soar to Success."