NJ SCHOOL PERFORMANCE REPORT

CLEVELAND STREET ELEMENTARY SCHOOL
(13-3880-070)
Grades Offered: PK-07
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	ESSEX
District	CITY OF ORANGE TWP
Principal Name	MR. PETTIT
Address	355 CLEVELAND ST ORANGE, NJ 07050-1916
Phone Number	(973)677-4100
Email Address	PETTITRO@ORANGE.K12.NJ.US
Website	https://www.orange.k12.nj.us/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	0	3	0
KG	34	40	46
1	49	33	35
2	45	45	35
3	42	36	36
4	32	47	38
5	40	33	33
6	41	36	26
7	26	40	36
Total	309	313	285

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	51.8%	52.2%	50.5%
Male	48.2%	47.8%	49.5%
Economically Disadvantaged Students	77.0%	72.0%	71.6%
Students with Disabilities	12.0%	9.6%	13.0%
English Learners	13.6%	14.6%	11.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		1.6%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	0.0%	0.0%
Hispanic	31.4%	31.5%	35.1%
Black or African American	68.0%	68.2%	64.2%
Asian	0.0%	0.0%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.3%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	3	0
KG - Half Day	0	0	0
KG - Full Day	34	40	46

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	56.1%
Spanish	30.5%
Haitian	9.1%
Creoles and pidgins, French-based	2.1%
French	1.1%
Other Languages	1.1%

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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	49.5	56	50	Met Standard	52	52	50	Met Standard
White	N	*	50	**	N	*	51	**
Hispanic	52.5	58	49	Met Standard	52	59	48	Met Standard
Black or African American	47	54	44	Met Standard	47	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	46	56	48	Met Standard	48.5	53	47	Met Standard
Students with Disabilities	40	48	41	Met Standard	35	41	43	Not Met
English Learners	47	57	54	Met Standard	56.5	55	51	Met Standard

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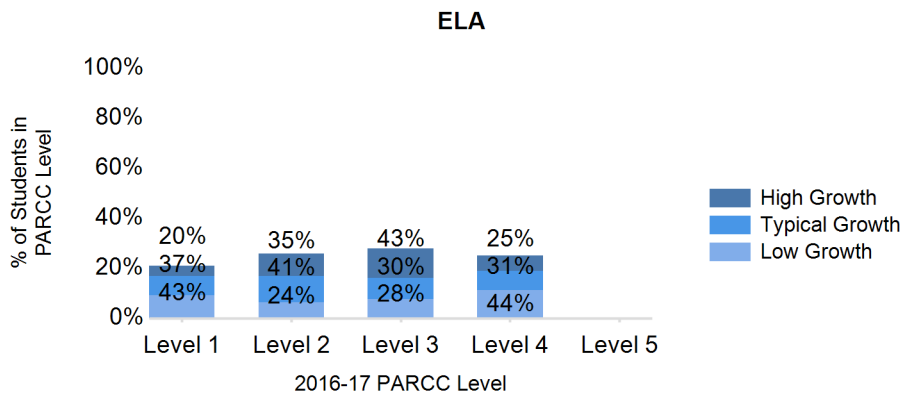
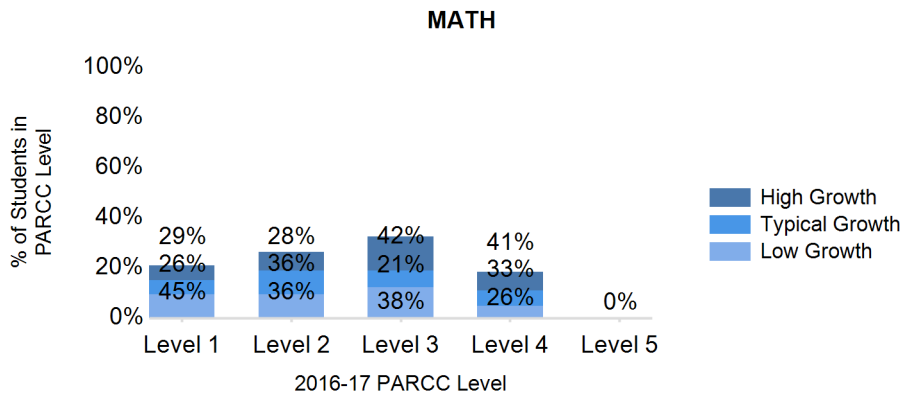
Student Growth by Performance Level

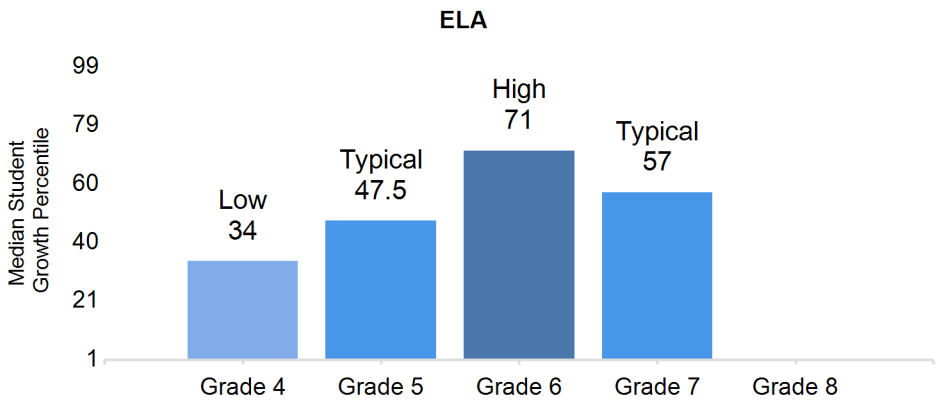
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

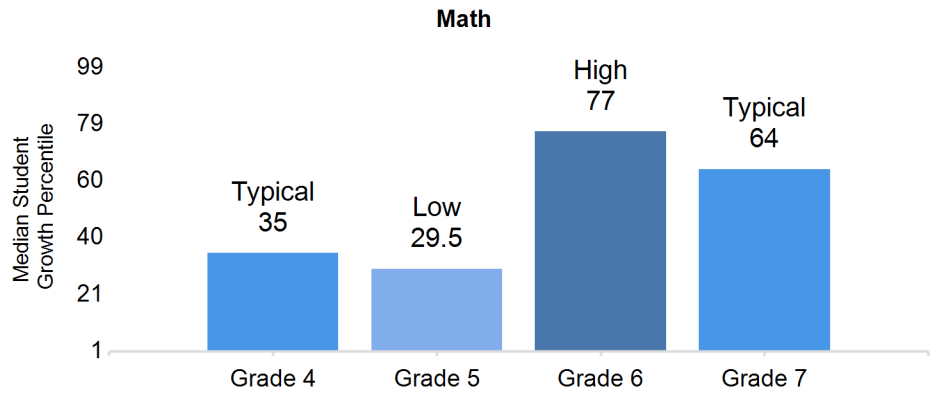




Student Growth by Grade

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	191	99.5	31.4	*	56.7	31.4	28.3	Met Target
White	N	N	N	*	65.6	N	**	**
Hispanic	62	100.0	32.2	36.4	42.5	32.2	37.3	Met Target†
Black or African American	127	99.3	31.5	*	37.3	31.5	25	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	101	100.0	31.7	*	64.5	31.7		
Male	90	99.0	31.1	*	49.4	31.1		
Economically Disadvantaged Students	142	99.3	26.7	*	38.5	26.7	28.9	Met Target†
Non-Economically Disadvantaged Students	49	100.0	44.9	*	67.5	44.9		
Students with Disabilities	29	97.0	*	*	21.6	*	9	Met Target†
Students without Disabilities	162	100.0	*	*	63.9	*		
English Learners	45	100.0	15.6	*	27.3	15.6	12.3	Met Target
Non-English Learners	146	99.3	36.3	40.4	59.4	36.3		
Homeless Students	N	N	N	25.8	27.7	N		
Students In Foster Care	*	*	*	42.9	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	730	729	750	*	28%	30%	*	*	23%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	732	736	*	*	*	*	*	*	38%
Black or African American	25	727	*	733	*	*	*	*	*	20%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	23	735	735	756	*	*	*	*	*	30%	57%
Male	17	724	724	744	*	*	*	*	*	12%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	696	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	57%
English Learners	*	*	693	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	732	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	725	735	756	21%	27%	25%	27%	0%	27%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	15	730	735	744	*	*	*	*	*	33%	44%
Black or African American	33	722	735	739	*	*	*	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	23	725	*	762	*	*	*	*	*	30%	63%
Male	25	725	*	751	*	*	*	*	*	24%	53%
Economically Disadvantaged Students	38	719	735	740	26%	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	10	748	737	767	0%	*	*	*	*	50%	70%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	762	*	*	*	*	*	*	64%
English Learners	*	*	709	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	40	727	734	755	*	33%	28%	*	*	25%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	18	730	*	743	*	*	*	*	*	22%	43%
Black or African American	22	724	731	738	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	22	725	738	762	*	*	*	*	*	23%	66%
Male	18	729	731	749	*	*	*	*	*	28%	51%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	65%
English Learners	*	*	706	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	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	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	742	741	754	*	*	*	*	*	41%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	741	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	13	746	*	761	*	*	*	*	*	31%	64%
Male	16	739	*	748	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	19	744	741	739	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	10	739	742	764	*	*	*	*	*	40%	68%
Students with Disabilities	*	*	710	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	745	760	*	*	*	*	*	*	63%
English Learners	N	N	708	712	N	N	N	N	N	N	*
Non-English Learners	29	742	742	755	*	*	*	*	*	41%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	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	39	740	750	760	*	*	31%	*	*	38%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	*	*	751	746	*	*	*	*	*	*	49%
Black or African American	26	739	750	740	*	*	*	*	*	38%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	21	745	*	769	*	*	*	*	*	38%	72%
Male	18	734	*	752	*	*	*	*	*	39%	54%
Economically Disadvantaged Students	25	734	749	742	*	*	*	*	*	28%	44%
Non-Economically Disadvantaged Students	14	750	751	771	*	*	*	*	*	57%	73%
Students with Disabilities	11	700	707	721	*	*	*	*	*	*	22%
Students without Disabilities	28	755	760	768	*	*	*	*	*	*	71%
English Learners	N	N	703	705	N	N	N	N	N	N	11%
Non-English Learners	39	740	753	762	*	*	31%	*	*	38%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CLEVELAND STREET ELEMENTARY SCHOOL
(13-3880-070)
Grades Offered: PK-07
2017-2018

Report Key:
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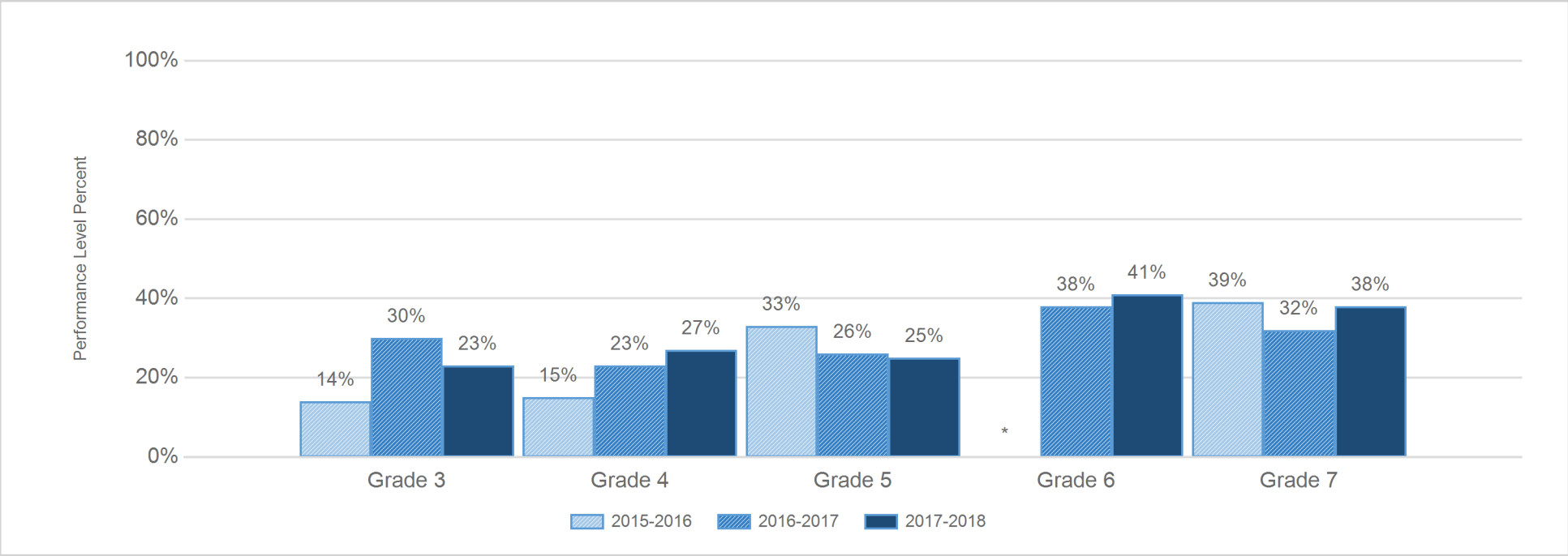
N No Data is available to display
† This indicates a table specific note,see note below table

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

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(13-3880-070)
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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	190	99.0	27.9	24.0	45.0	27.9	31.6	Met Target†
White	N	N	N	*	54.1	N	**	**
Hispanic	62	100.0	33.8	26.8	29.2	33.8	43.2	Met Target†
Black or African American	126	98.5	25.4	22.3	23.4	25.4	27.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	100	99.0	28.0	26.1	46.0	28.0		
Male	90	99.0	27.7	*	43.9	27.7		
Economically Disadvantaged Students	141	98.7	26.2	23.4	26.6	26.2	31.5	Met Target†
Non-Economically Disadvantaged Students	49	100.0	32.7	25.4	55.9	32.7		
Students with Disabilities	29	97.0	*	*	17.1	*	12.3	Met Target†
Students without Disabilities	161	99.4	*	*	50.5	*		
English Learners	45	100.0	24.4	18.9	24.6	24.4	33.7	Met Target†
Non-English Learners	145	98.7	29.0	26.0	46.9	29.0		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	35.7	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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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	39	739	732	752	*	*	28%	*	*	36%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	738	739	*	*	*	*	*	*	38%
Black or African American	24	734	*	734	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	22	737	732	752	*	*	*	*	*	41%	53%
Male	17	741	733	751	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	710	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	57%
English Learners	*	*	699	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	736	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(13-3880-070)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	726	729	748	25%	*	38%	*	*	21%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	15	739	732	737	*	0%	*	*	*	27%	34%
Black or African American	33	721	727	730	30%	*	*	*	*	18%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	23	722	*	748	*	*	*	*	*	17%	50%
Male	25	730	*	748	*	*	*	*	*	24%	49%
Economically Disadvantaged Students	38	723	729	733	*	*	*	*	*	13%	30%
Non-Economically Disadvantaged Students	10	738	729	758	*	*	*	*	*	50%	62%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	733	753	*	*	*	*	*	*	55%
English Learners	*	*	702	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	731	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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

CLEVELAND STREET ELEMENTARY SCHOOL
(13-3880-070)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	722	725	748	28%	33%	*	*	*	20%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	18	731	*	736	*	*	*	*	*	33%	32%
Black or African American	22	714	721	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	22	721	725	749	*	*	*	*	*	14%	50%
Male	18	722	725	747	*	*	*	*	*	28%	48%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	726	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	727	752	*	*	*	*	*	*	55%
English Learners	*	*	698	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	727	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	738	726	744	*	*	*	*	*	38%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	724	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	13	737	*	745	*	*	*	*	*	38%	45%
Male	16	739	*	742	*	*	*	*	*	38%	42%
Economically Disadvantaged Students	19	740	727	729	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	10	736	724	753	*	*	*	*	*	30%	56%
Students with Disabilities	*	*	701	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	49%
English Learners	N	N	697	713	N	N	N	N	N	N	11%
Non-English Learners	29	738	727	745	*	*	*	*	*	38%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	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	N	717	N	N	N	N	N	N	18%

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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	39	730	732	743	*	33%	*	*	*	26%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	*	*	737	732	*	*	*	*	*	*	27%
Black or African American	26	728	730	727	*	*	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	21	730	*	745	*	*	*	*	*	33%	45%
Male	18	729	*	741	*	*	*	*	*	17%	42%
Economically Disadvantaged Students	25	726	732	730	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	14	735	731	751	*	*	*	*	*	29%	55%
Students with Disabilities	11	698	703	717	*	*	*	*	*	*	12%
Students without Disabilities	28	742	738	748	*	*	*	*	*	*	50%
English Learners	N	N	714	716	N	N	N	N	N	N	10%
Non-English Learners	39	730	733	744	*	33%	*	*	*	26%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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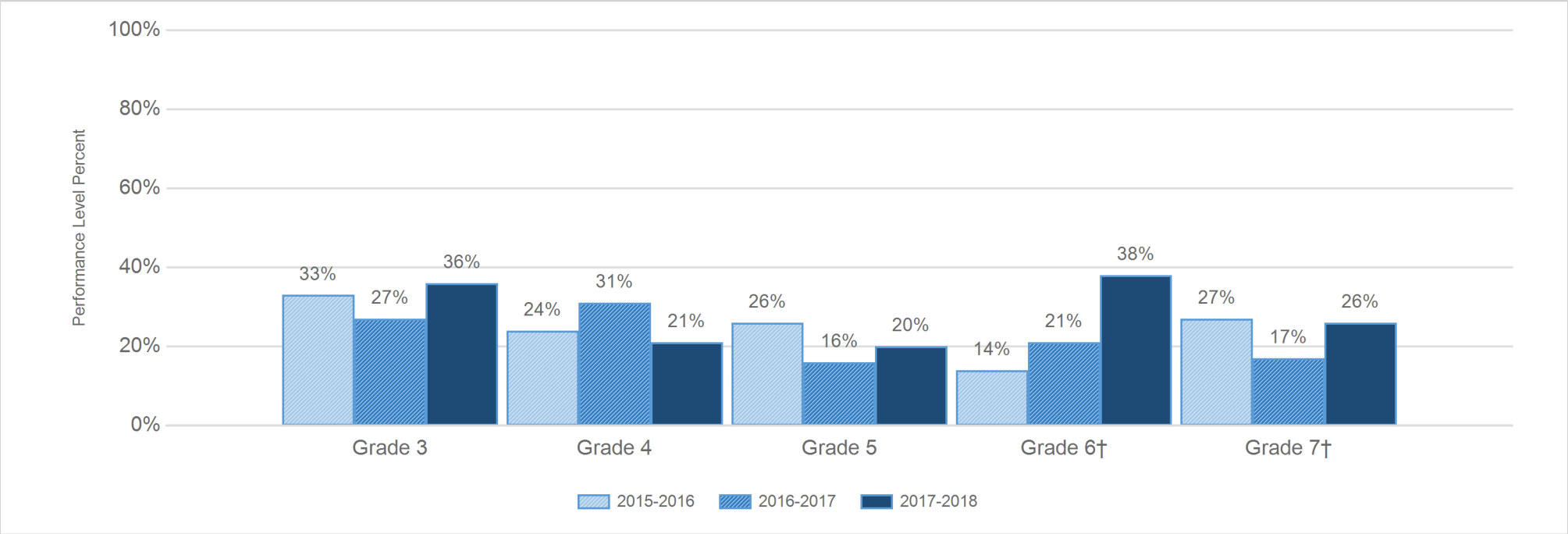
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	*	*
6	N	N
7	N	N

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	75.0%	46.8%	Exceeds

† 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	13	*	*
3-4	17	82.4%	17.6%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	34
7	0	0	42
Total	0	0	76

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	34
7	0	0	0	0	0	0	40
Total	0	0	0	0	0	0	74

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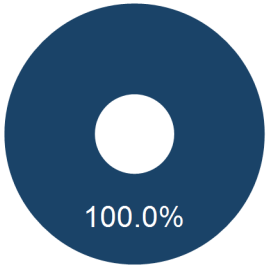
Visual and Performing Arts – Course Participation

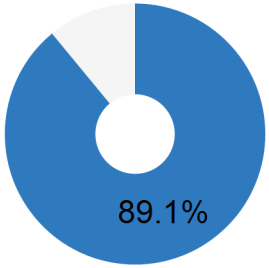
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

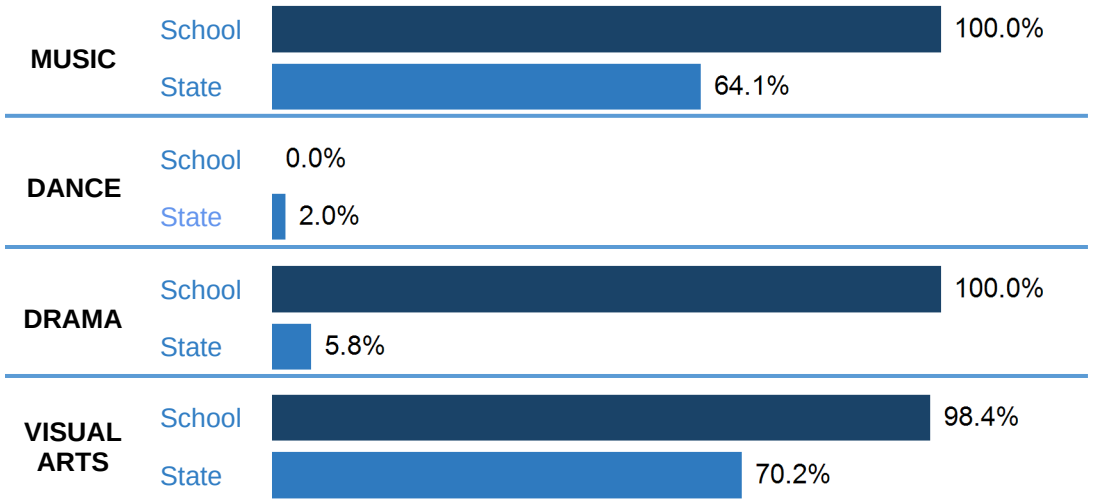


School



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.

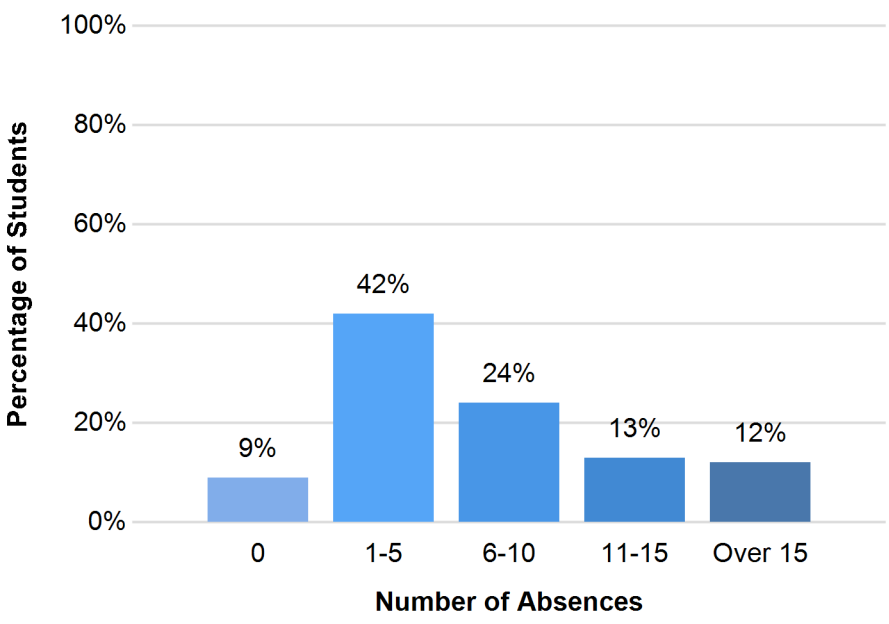
Chronic Absenteeism

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	27	9.3	9.0	Not Met
White	N	N	N	N
Hispanic	9	8.7	9.0	Met
Black or African American	17	9.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	10.7	9.0	Not Met
Students with Disabilities	8	18.2	9.0	Not Met
English Learners	3	8.8	9.0	Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

CLEVELAND STREET ELEMENTARY SCHOOL
(13-3880-070)
Grades Offered: PK-07
2017-2018

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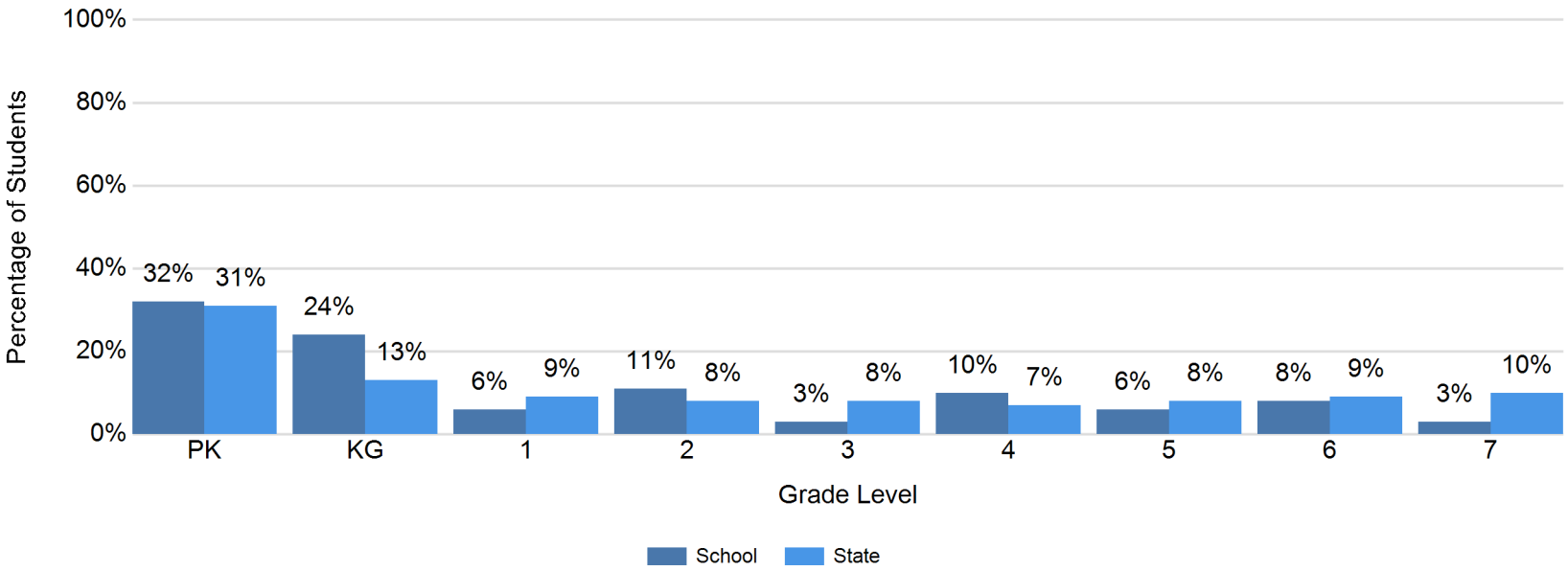
Chronic Absenteeism by Grade

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.05

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 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)	$862	$14,753	$15,615

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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	29	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	79.3%	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	50	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	74.0%	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	12:1
Students to Administrators	285:1	112:1
Teachers to Administrators	29:1	10:1
Students to Librarians/Media Specialists		698:1
Students to Nurses		559:1
Students to Counselors		430:1
Students to Child Study Team		223:1

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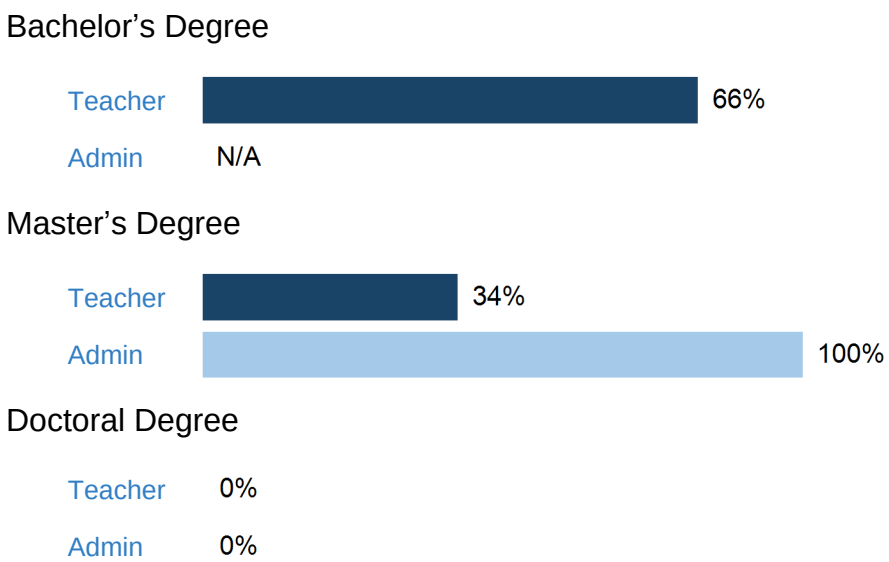
Teachers and Administrators - Level of Education

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	84.7%	90.2%
2016-17 Administrators: Same district 2017-18	85.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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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	69.0%	100.0%
Male	31.0%	0.0%
White	41.4%	0.0%
Hispanic	6.9%	0.0%
Black or African American	51.7%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
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	11.61	15.0%
Mathematics Proficiency	21.15	15.0%
English Language Arts Growth	45.56	20.0%
Mathematics Growth	52.52	20.0%
Progress Towards English Language Proficiency	90.64	20.0%
Chronic Absenteeism	38.07	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.46	n/a
Summative Rating: Percentile Rank of Summative Score	43.13	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	Exceeds Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	52.15	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	56.20	14.08	No	Met Target	Met Target†	Met Standard	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	44.21	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	25.20	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	53.56	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:	• Undergoing a much needed expansive renovation • Transitioning to a Full Service Community School
Mission, Vision, Theme:	Cleveland Street School's philosophy is to create a community of life-long learners and leaders who will develop into productive, effective citizens. Our school has a dedicated staff, diligent hard working students and the support of our parents and community members. We are Educational Physicians, writing prescription plans to meet the individual academic needs of our students. Crafting the appropriate prescription for each child will ensure growth and success for all our students.
Awards, Recognition, Accomplishments:	Cleveland Street School is in the process of transitioning to a Full-Service Community School. Currently we have a Community School Coordinator who acts a liaison between community resources, families and the school. The primary purpose of a Full Service Community School is to remove barriers to education and services.

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Courses, Curriculum, Instruction:	We follow a 90 minute uninterrupted block of English Language Arts (ELA). Classrooms are equipped with computers, Internet access, Smart Boards, MacBook Airs, Smart Responders and Chromebooks. Grades K-5, follow the FOSS a hands-on Science Program and Grades 5-7 utilize the STC program, which provides opportunities for students to experience scientific phenomena firsthand. Eureka Math (K-5), and Illustrative Mathematics (6-7) are utilized to deliver the mathematics curriculum.
Clubs and Activities:	Cleveland Street School offers a variety of clubs and activities such as Student Council, Robotics, Debate, Math24 and Girls who Code.

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Before and After School Programs:	As an extension to our regular academic school day program, we offer an After School Academic Academy, which is developed to increase student achievement in English Language Arts and Mathematics. An intentionally focus is placed on our Special Needs and English Language Learners sub-groups, as well as backfilling the learning gaps of targeted students school-wide.
Staff and Professional Learning:	Staff members continue to build on our current philosophy, principles and infuse standards across content areas through extensive and differentiated professional development. Common planning meetings are conducted on a weekly basis, focusing on interdisciplinary instruction, shared decision-making, homework, projects, grades and student achievement. Additionally, teachers collaborate on the development and implementation of authentic assessments in Reading, Writing and Math.

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Student Supports and Services:	In addition to being Full Service Communtiy School, we offer a comprehensive array of services designed to benefit our students. These include a full time Social Worker, Nurse, as well as a Child Study Team, which includes a Learning Disabilities Teacher Consultant, Psychologist, Speech Therapist and a Social Worker.
Student Health and Wellness:	Our Physical Education program is to provide students with the knowledge and skills to value and apply physical activity and its benefits for a lifetime. Through active participation in movement, and sport, students will foster an appreciation for personal fitness and other social skills vital to becoming healthy, productive members of the community. Each lesson is planned to maximize the amount of time students are engaged in moderate to vigorous physical activity.
Parent and Community Involvement:	We have created the following programs to ensure this relationship: Parent-Teacher Organization (PTO), Family Game Night, Celebrity Read and Family night at Liberty Science Center are annual events at our school. The PTO and School Leadership Committee have monthly meetings to help keep parents and staff informed of school-based programs and activities. We communicate with our parents via our website, written communications, monthly school calendars, phone and email blasts and Class Dojo.

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Climate Surveys:	All steakholders complete a Fall and Spring Survey. The results are shared during staff, PTO and SLC meetings. The SLC collaboratively reviews the results and devlops a plan for improvement where applicable, and they are reflectived in school's ASP for the following school year.
Facilities:	Currently the school undergoing a major renovation that includes the addition of an expansive multipurpose area, which will serve as the school's gymnasium, auditorium and cafteria. Several of the original classrooms spaces will be repurposed for additional istructional iniaitives.

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Other Information:	Cleveland Street School embraces the relationship between parents, staff and community. We have created the following programs to ensure this relationship: Parent-Teacher Organization (PTO), Family Game Night, Celebrity Read and Family night at Liberty Science Center are annual events at our school. The PTO and School Leadership Committee have monthly meetings to help keep parents and staff informed of school-based programs and activities. We communicate with our parents via our website, written communications, monthly school calendars, phone and email blasts and Class Dojo. As a community, coming together was the beginning of our work, keeping together will ensure our progress and working together will guarantee our success.