



State of New Jersey  
2014-15

03-1370-060

**OVERVIEW**  
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**DR. LEROY MCCLOUD ELEMENTARY SCHOOL**  
325 TENAFLY RD  
ENGLEWOOD, NJ 07631-1742

GRADE SPAN 04-06

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

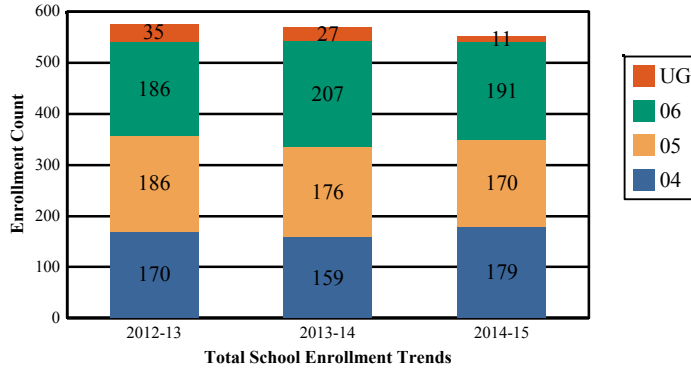
**DEMOGRAPHIC INFORMATION**

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GRADE SPAN 04-06

**Enrollment by Grade**

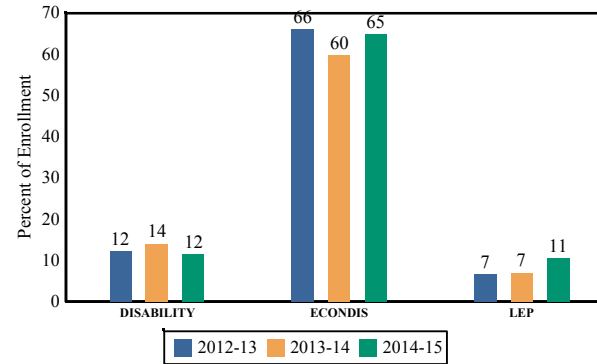
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

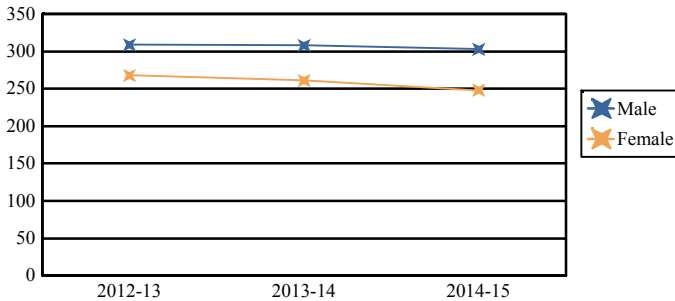
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	577
2013-14	569
2014-15	551

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



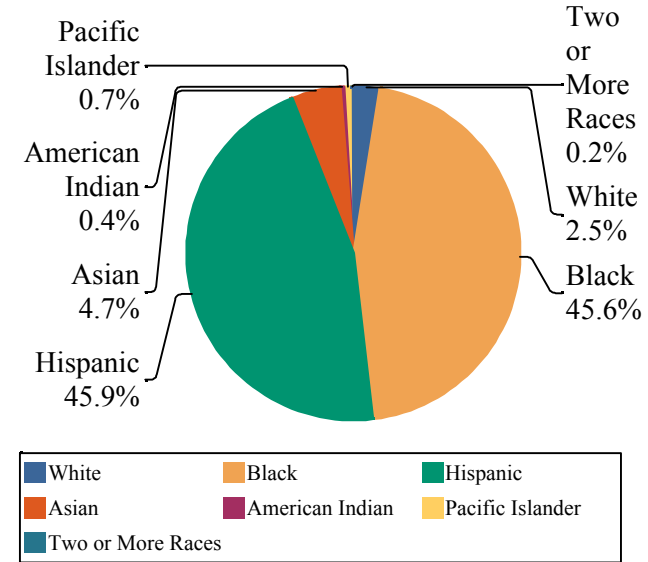
	Male	Female
2012-13	309	268
2013-14	308	261
2014-15	303	248

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	64	12%
Economically Disadvantaged Students	357	64.8%
English Language Learners	58	10.5%

**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	73.2%
Spanish	24.8%
Arabic	1.1%
Creoles and pidgins, French-based	0.2%
Macedonian	0.2%
Urdu	0.2%
Other	0.4%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 04-06**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>38%</b>	<b>55</b>	<b>24</b>
Math Met or Exceeded Expectation	<b>25%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	472	37.7%	95%	93.1%	<b>YES*</b>
White	-	-	--	--	--
African American	216	34.3%	95%	89.5%	<b>YES*</b>
Hispanic	214	36.9%	95%	96%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	17.6%	95%	83.1%	<b>YES*</b>
English Language Learners	39	20.5%	95%	96.2%	<b>YES</b>
Economically Disadvantaged Students	301	36.6%	95%	91.1%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	472	24.7%	95%	93.3%	YES*
White	-	-	--	--	--
African American	217	20.3%	95%	90.2%	YES*
Hispanic	213	25.8%	95%	95.6%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	58	13.8%	95%	85.7%	YES*
English Learner Students	40	17.5%	95%	96.2%	YES
Economically Disadvantaged Students	303	21.1%	95%	93.6%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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GRADE SPAN 04-06

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	746	751	7%	12%	37%	35%	9%	44%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	60	742	733	8%	15%	40%	30%	7%	37%	30%
Hispanic	87	747	737	7%	11%	37%	37%	8%	45%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	12	761	773	0%	0%	33%	58%	8%	67%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	703	725	33%	40%	7%	20%	0%	20%	25%
English Language Learners	17	727	717	18%	18%	41%	24%	0%	24%	15%
Economically Disadvantaged Students	111	744	734	9%	13%	36%	35%	7%	42%	31%

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**GRADE SPAN 04-06**

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	142	743	751	8%	16%	34%	37%	5%	42%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	69	744	734	9%	16%	30%	41%	4%	45%	31%
Hispanic	60	739	737	10%	17%	42%	30%	2%	32%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	21	720	723	33%	19%	24%	19%	5%	24%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	90	738	734	13%	17%	30%	38%	2%	40%	31%

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**GRADE SPAN 04-06**

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	167	736	749	5%	28%	38%	26%	2%	29%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	87	734	732	6%	29%	41%	22%	2%	24%	29%
Hispanic	67	737	736	6%	24%	39%	28%	3%	31%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	21	709	718	19%	57%	14%	0%	10%	10%	17%
English Language Learners	11	725	711	18%	36%	18%	27%	0%	27%	11%
Economically Disadvantaged Students	100	734	733	6%	28%	39%	25%	2%	27%	30%



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**GRADE SPAN 04-06**

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	164	738	744	5%	32%	29%	30%	3%	34%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	60	733	727	5%	38%	32%	23%	2%	25%	20%
Hispanic	88	738	732	5%	33%	28%	33%	1%	34%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	12	759	769	0%	0%	33%	50%	17%	67%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	15	712	724	27%	53%	7%	7%	7%	13%	21%
English Language Learners	18	726	722	6%	61%	11%	22%	0%	22%	15%
Economically Disadvantaged Students	112	736	730	6%	33%	31%	26%	4%	29%	23%

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	736	744	6%	24%	41%	25%	3%	28%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	69	736	728	7%	22%	45%	23%	3%	26%	21%
Hispanic	58	734	733	7%	28%	38%	26%	2%	28%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	727	724	14%	38%	29%	10%	10%	19%	19%
English Language Learners	11	720	724	27%	27%	27%	18%	0%	18%	17%
Economically Disadvantaged Students	90	733	731	7%	23%	49%	19%	2%	21%	23%

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**GRADE SPAN 04-06**

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	168	726	743	10%	39%	37%	12%	2%	14%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	88	725	726	14%	38%	36%	10%	2%	13%	19%
Hispanic	67	726	731	4%	42%	40%	12%	1%	13%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	101	724	729	11%	42%	36%	10%	2%	12%	23%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 04-06**

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**NJASK Results - Science Grade Level - 04**

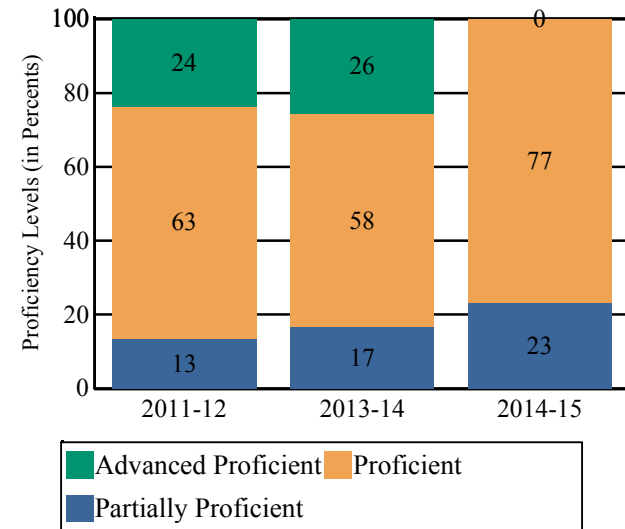
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	77%	23%
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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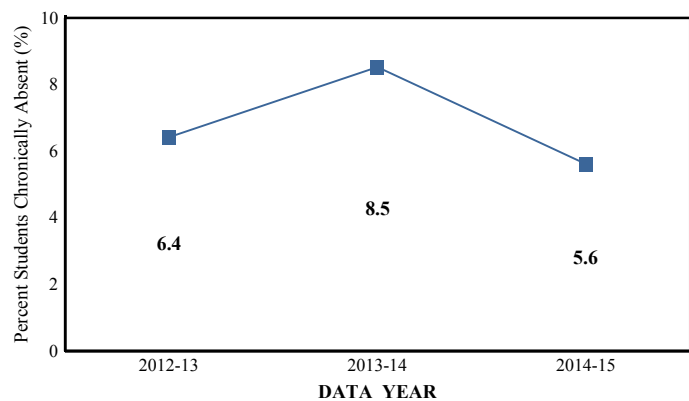
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**GRADE SPAN 04-06**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

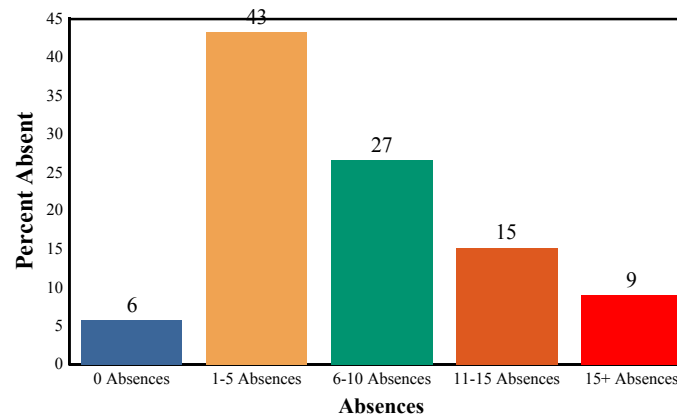
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.62%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	36	26	35	YES
Student Growth on Math	45	47	32	35	YES
		42	29		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	0%	0%
Partially Met	11%	5%	1%
Approached	16%	13%	9%
Met	7%	12%	14%
Exceeded	0%	0%	4%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	17%	10%	4%
Approached	10%	14%	12%
Met	4%	9%	11%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	764	773
50th	745	750
25th	729	728
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	754	764
50th	737	742
25th	719	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43



**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
ENGLEWOOD CITY

DR. LEROY MCCLOUD ELEMENTARY SCHOOL  
325 TENAFLY RD  
ENGLEWOOD, NJ 07631-1742

GRADE SPAN 04-06

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	760	773
50th	742	751
25th	725	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	752	770
50th	738	749
25th	720	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	750	763
50th	737	743
25th	719	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	742	763
50th	725	742
25th	709	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	42

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 30 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.7%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	9
Administrators	276

**SCHOOL PEER GROUP**

**BERGEN  
ENGLEWOOD CITY**

**GRADE SPAN 04-06**

**DR. LEROY MCCLOUD ELEMENTARY SCHOOL  
325 TENAFLY RD  
ENGLEWOOD, NJ 07631-1742**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033	PK-03	64.6%	8%	11.8%
<b>BERGEN</b>	<b>ENGLEWOOD CITY</b>	<b>DR. LEROY MCCLOUD ELEMENTARY SCHOOL</b>	<b>03-1370-060</b>	<b>04-06</b>	<b>64.8%</b>	<b>10.5%</b>	<b>11.6%</b>
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BERGEN	LODI BOROUGH	WASHINGTON SCHOOL	03-2740-090	PK-05	55.2%	6.4%	7%
BURLINGTON	BURLINGTON CITY	WILBUR WATTS INTERMEDIATE SCHOOL	05-0600-085	03-06	60.3%	1.5%	18.9%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE ELEMENTARY SCHOOL	05-4450-060	PK-05	61.6%	6.9%	13.7%
BURLINGTON	WILLINGBORO TWP	GARFIELD EAST ELEMENTARY SCHOOL	05-5805-064	PK-05	57.3%	0%	16%
BURLINGTON	WILLINGBORO TWP	TWIN HILLS ELEMENTARY SCHOOL	05-5805-120	PK-05	50.8%	0%	12.3%
CAMDEN	GLOUCESTER TWP	BLACKWOOD ELEMENTARY SCHOOL	07-1780-020	PK-05	56.2%	0%	15.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CHARTERS	JERSEY CITY GLOBAL CS	JERSEY CITY GLOBAL CS	80-6093-981	KG-03	41.2%	0%	0.4%
CUMBERLANI	MILLVILLE CITY	HOLLY HEIGHTS ELEMENTARY SCHOOL	11-3230-075	KG-05	65.4%	0.4%	24.6%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS5	13-0250-060	KG-05	53.4%	2.7%	8.8%
ESSEX	BLOOMFIELD TWP	BERKELEY ELEMENTARY	13-0410-050	PK-06	60.8%	5.7%	11.3%
ESSEX	BLOOMFIELD TWP	WATSESSING ELEMENTARY	13-0410-150	PK-06	61.4%	6.6%	14.8%



State of New Jersey  
2014-15

03-1370-060

**SCHOOL PEER GROUP**

**BERGEN  
ENGLEWOOD CITY**

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**GRADE SPAN 04-06**

GLOUCESTER	NATIONAL PARK BORO	<b>NATIONAL PARK SCHOOL</b>	15-3490-050	PK-06	50.6%	0.4%	14.4%
GLOUCESTER	WOODBURY CITY	<b>WEST END MEMORIAL ELEMENTARY SCHOOL</b>	15-5860-110	PK-05	57.6%	3.8%	15.3%
HUDSON	HOBOKEN CITY	<b>WALLACE ELEMENTARY SCHOOL</b>	17-2210-070	PK-06	53.8%	3%	12.2%
HUDSON	JERSEY CITY	<b>FRANK R CONWELL SCHOOL</b>	17-2390-100	PK-05	67.4%	12.4%	10.8%
HUDSON	KEARNY TOWN	<b>SCHUYLER ELEMENTARY SCHOOL</b>	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	EWING TWP	<b>PARKWAY ELEMENTARY SCHOOL</b>	21-1430-130	KG-05	61.6%	6.1%	14.9%
MIDDLESEX	WOODBIDGE TWP	<b>MENLO PARK TERRACE ELEMENTARY SCHOOL</b>	23-5850-230	KG-05	40.1%	0.3%	4.2%
OCEAN	BARNEGAT TWP	<b>LILLIAN M. DUNFEE ELEMENTARY</b>	29-0185-010	KG-05	51.6%	1.9%	12.6%
SOMERSET	NORTH PLAINFIELD BORO	<b>WEST END SCHOOL</b>	35-3670-110	PK-04	66.6%	11.5%	8%
UNION	RAHWAY CITY	<b>GROVER CLEVELAND ELEMENTARY SCHOOL</b>	39-4290-090	PK-06	63.7%	11.6%	5%