NJ SCHOOL PERFORMANCE REPORT

CEDAR MOUNTAIN PRIMARY SCHOOL
(37-5360-023)
Grades Offered: KG-01
2017-2018

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	SUSSEX
District	VERNON TWP
Principal Name	MRS. GEBHARDT
Address	17 SAMMIS ROAD VERNON, NJ 07462-0420
Phone Number	(973)764-2890
Email Address	RGEBHARDT@VTSD.COM
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	0	0	194
1	0	0	217
2	103	89	0
3	116	107	0
4	112	126	0
Total	331	323	413

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	49.5%	48.6%	50.8%
Male	50.5%	51.4%	49.2%
Economically Disadvantaged Students	18.7%	19.8%	17.7%
Students with Disabilities	20.5%	19.8%	27.1%
English Learners	0.0%	0.3%	0.7%
Homeless Students		0.6%	0.5%
Students in Foster Care		0.0%	0.5%
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	85.8%	82.4%	89.1%
Hispanic	9.4%	11.1%	5.8%
Black or African American	1.2%	2.2%	1.2%
Asian	2.1%	2.2%	0.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.5%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	0.9%	1.5%	2.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	0	0	194

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	98.1%
Spanish	1.2%
Other Languages	0.7%

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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	N	N	N

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	*	*	*
3-4	N	N	N
5 or more	N	N	N

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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.

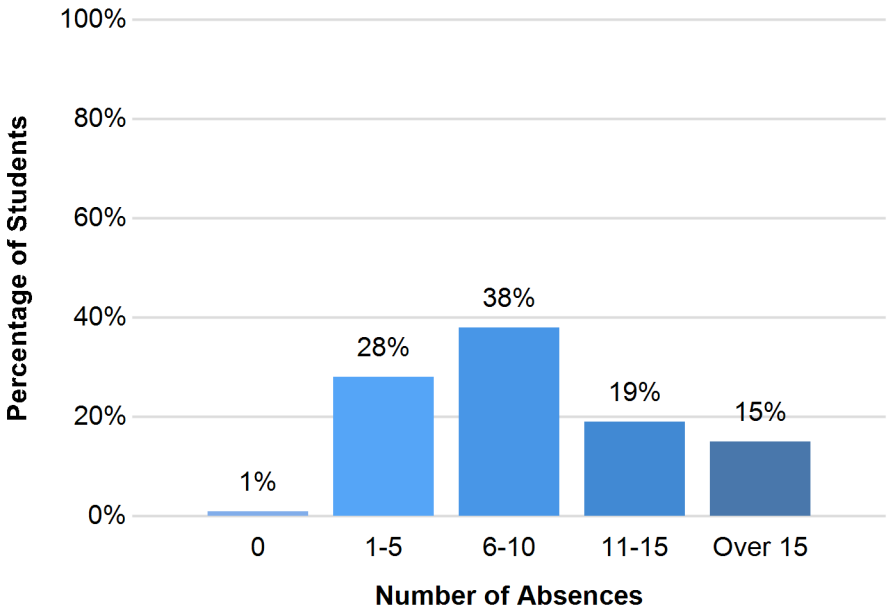
Chronic Absenteeism

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	34	8.3	11.2	Met
White	25	6.8	11.2	Met
Hispanic	5	20.8	11.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	16.7	**	**
Economically Disadvantaged Students	12	16.4	11.2	Not Met
Students with Disabilities	11	10.0	11.2	Met
English Learners	*	*	**	**

Days Absent

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



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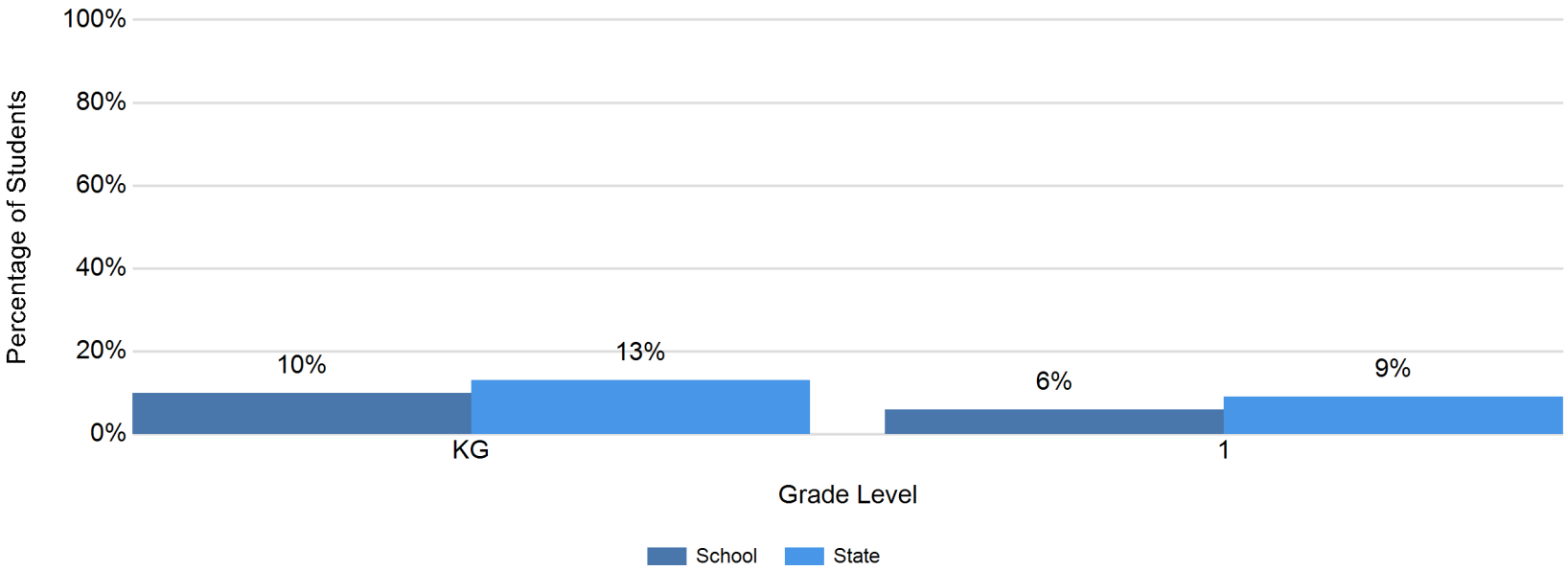
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

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	0	0
Other	1	1	2
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	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)	$381	$18,000	$18,381

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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	36	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	75.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,374
Average years experience in public schools	20.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	77.3%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	413:1	140:1
Teachers to Administrators	36:1	13:1
Students to Librarians/Media Specialists		3086:1
Students to Nurses		441:1
Students to Counselors		257:1
Students to Child Study Team		193:1

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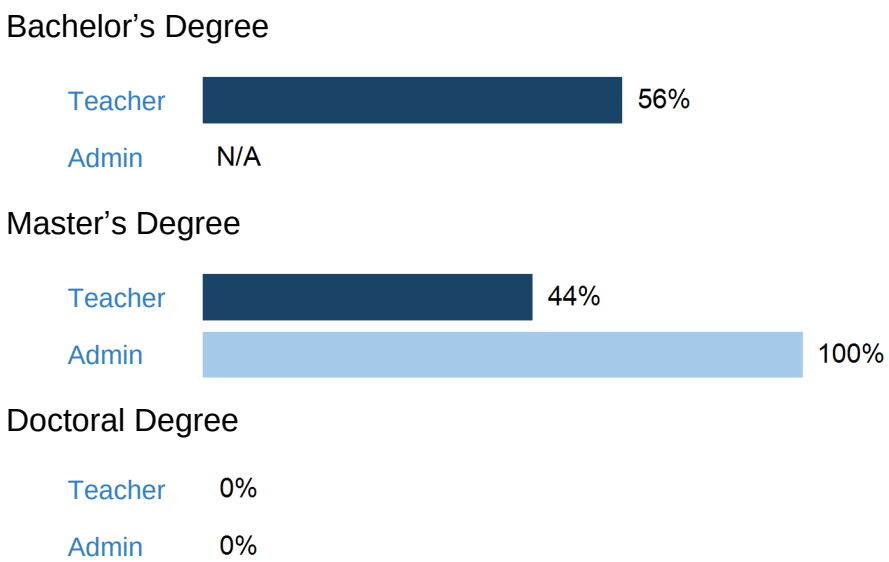
Teachers and Administrators - Level of Education

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	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	86.1%	100.0%
Male	13.9%	0.0%
White	97.2%	100.0%
Hispanic	2.8%	0.0%
Black or African American	0.0%	0.0%
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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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:	• Math & ELA curriculum is aligned to NJSLS, science curriculum to NGSS, and all other content areas aligned to NJCCS. • Developmentally appropriate curriculum includes Balanced Literacy (Reading/Writing Wksh/Fundations) and Math in Focus • Parent engagement is a priority at Cedar Mountain multiple academic and social activities are available for families
Mission, Vision, Theme:	At Cedar Mountain, we recognize the uniqueness of each student and the importance of developing the whole child. By creating a nurturing atmosphere in a child-centered environment, our students are encouraged to develop academically, emotionally, physically and socially. With “all children learning”, we are committed to providing a safe and developmentally appropriate model of education for our younger students in the Vernon School District, which will foster a lifelong love of learning.
Awards, Recognition, Accomplishments:	Cedar Mountain participates in the NJ DoE Governor's Teacher of the Year Program. This year our recipient is MaryRose Cummins. Janet DeSenzo is our Educational Services Professional of the Year. In addition, Mrs. Nicole Keane has been selected as the Sussex County and State School Counselor of the Year. There are many articles written in our local paper on the activities in our building such as our Fall Harvest Open House, Veteran's Day Parade, Reading Nights, and our Dedicated Dads program.

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Courses, Curriculum, Instruction:	Cedar Mountain implements fully research-based curriculums in all our kindergarten and 1st-grade classrooms including Wilson Fundations phonic program, Readers and Writers Workshop, Math in Focus, and Responsive Classroom. Teaching through a balanced literacy approach, all classrooms have a library of 500 books that complement the Readers and Writers Workshop. To help guide and inform instruction, each student is administered the DRA to determine the reading level of each student.
Clubs and Activities:	Cedar Mountain provides its students and parents with a wide variety of activities to enhance family and parent engagement. Activities include math, reading, cooking, craft, movie, and dance nights. Principal's Forums and SCA meetings provide parents with training and information on our curriculum and how they can collaborate with the school to support student success. Our successful Dedicated Dad program brings fathers into our school as they serve as volunteers in our learning community.

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Before and After School Programs:	The Vernon Police Athletic League (PAL) offers a before and after care program that is coordinated with each school. The PAL is very involved with the Vernon School District providing sports and other recreational activities for our students.
Staff and Professional Learning:	Teachers at Cedar Mountain Primary School keep current through professional development provided in and out of the school and by taking graduate level courses, teacher-led in-service courses, peer coaching, webinars and submitting and viewing each other's best practices via Vernon's Teaching Channel. Cedar Mountain Primary School teachers meet the NJ Department of Education standards for "Highly Qualified" and many have earned advanced degrees in the field of education.

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Student Supports and Services:	CM offers a full range of special education services to support students diverse needs. Ther I&RS Committee assists student with academic, health, or behavioral difficulties. For students with more specific learning needs, we have supports through Pull-Out Resource, ICR classes, Speech and Language classes, OT and PT. These programs are supported by a Title I program for decoding and reading, an ELL program for English Language Learners, and an ABA program for students with autism. CM has a full-time school counselor that provides a comprehensive program for K-1 students.
Student Health and Wellness:	Cedar Mountain Primary School strives to foster healthy lifestyle choices for our youngest learners. Optimal physical, emotional, social and environmental wellness are cultivated through both structured and unstructured learning opportunities based on these wellness principles. Emphasis is placed on subjects such as healthy nutrition choices, physical activity, respect and caring of self and others and environmental stewardship of the world we live in.
Parent and Community Involvement:	An active School and Community Association (SCA) provides a variety of enjoyable opportunities in which students and parents may participate. The SCA sponsors student-centered activities that are educationally sound and enjoyable for families. Parents participate in many school-sponsored activities. The SCA conducts major fund-raisers to provide the school with monies that help pay for buses for field trips, school-wide programs and field days, as well as enhanced materials.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A school climate survey is given annually by our district's ABS Coordinator surveying parents and teachers in the following areas: condition of school; safety ; learning environment; communication; quality of education; student performance, respect; and school climate. The survey results are shared with the School Climate Team and used to make goals the next school year. Overall, parents and teachers are pleased with the safety, climate and functioning of Cedar Mountain School.
Facilities:	Cedar Mountain is now the home of our K-1 students and as such we have worked to ensure that the facilities are just what our youngest students need. The Media Center has been updated and continues to expand to encourage reading through a variety of resources. As a hub of the school, students are able to use the library when needed. Students quickly learn how to get around the building, giving them a sense of comfort in their school and the confidence to get around independently as needed.

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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.

Other Information:	Our mission at Cedar Mountain Primary School is to recognize the uniqueness of each student and the importance of developing the whole child. By creating a nurturing atmosphere in a child-centered educational environment, our students are encouraged to develop academically, artistically, emotionally, physically and socially. With “all children learning”, we are committed to providing a developmentally appropriate model of education for our younger students in the Vernon Township School District, which will foster a lifelong love of learning. This is what makes Cedar Mountain Primary School, an early childhood learning center, such a special place for the boys and girls of our school. Working in 20 regular education classrooms and five classrooms that work with students with special needs, our teachers meet students at their level and work with them to grow and develop their skills each day. With the integrated supports of our school counselor, students are given multiple opportunities to acquire the skills they will need to become independent learners and thinkers while also learning appropriate social skills. Our reading specialist gives added supports to students who needed more support as they learn to read, just as our OT, PT, and Child Study Team work to give support for physical and educational needs. All students also participate in art, library, and world language programs. Our fully research based curriculum allows teachers to bring programs to students that are proven successful, which ensures that our students are truly getting the most out of their time at Cedar Mountain. Our teachers attend workshops, classes and other professional development opportunities throughout the year to ensure they are always getting the newest and most effective strategies for our students. Together with the SCA we strive to help our students become creative thinkers and innovators as they start on their educational journey.