NJ SCHOOL PERFORMANCE REPORT

CRANBERRY PINES ELEMENTARY
(05-3080-040)
Grades Offered: KG-05
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
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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	BURLINGTON
District	MEDFORD TWP
Principal Name	MR. COESFELD
Address	400 FAIRVIEW ROAD MEDFORD, NJ 08055-9172
Phone Number	(856)983-2861
Email Address	LCOESFELD@MEDFORD.K12.NJ.US
Website	https://www.cranberrypines.org
Facebook	https://www.facebook.com/Cranberry-Pines-Elementary-School

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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	56	67	72
1	63	57	72
2	62	66	63
3	60	66	72
4	64	61	67
5	68	65	60
Total	373	382	406

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	53.9%	51.8%	52.5%
Male	46.1%	48.2%	47.5%
Economically Disadvantaged Students	2.7%	3.4%	3.0%
Students with Disabilities	14.7%	17.3%	15.8%
English Learners	0.0%	0.0%	0.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		2.4%	4.7%
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	89.3%	88.5%	89.9%
Hispanic	2.9%	4.5%	4.7%
Black or African American	1.6%	1.6%	1.0%
Asian	2.7%	2.1%	2.5%
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	3.5%	3.4%	2.0%

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	56	67	72

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	99.0%
Other Languages	1.0%

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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	53	50	50	Met Standard	43	49	50	Met Standard
White	54	49.5	50	Met Standard	45.5	50	51	Met Standard
Hispanic	*	49	49	**	*	51	48	**
Black or African American	*	51	44	**	*	50.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	65.5	61	**	*	49	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	56	49	**	*	41	51	**
Economically Disadvantaged	*	47	48	**	*	48	47	**
Students with Disabilities	48	45	41	**	31.5	48	43	**
English Learners	N	59	54	**	N	42	51	**

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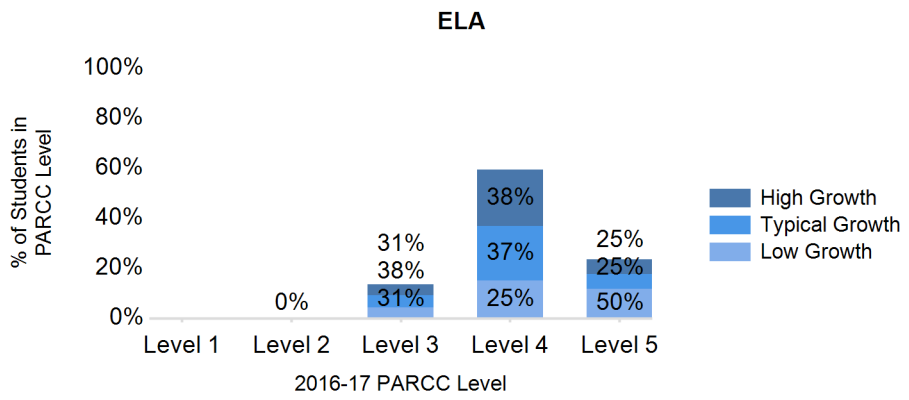
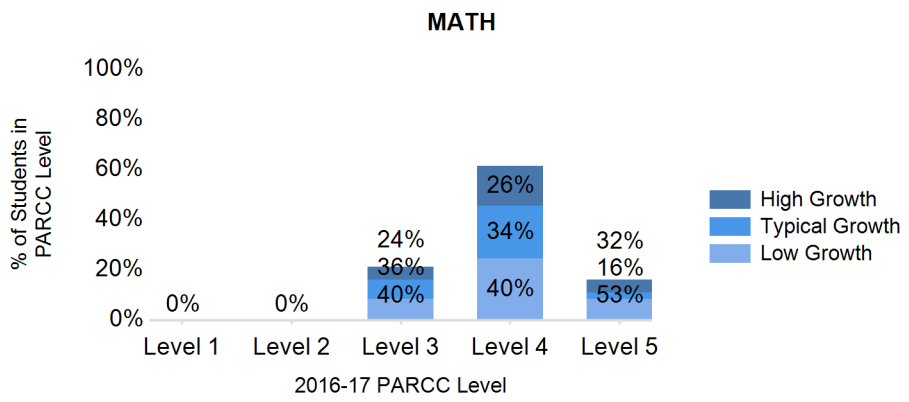
Student Growth by Performance Level

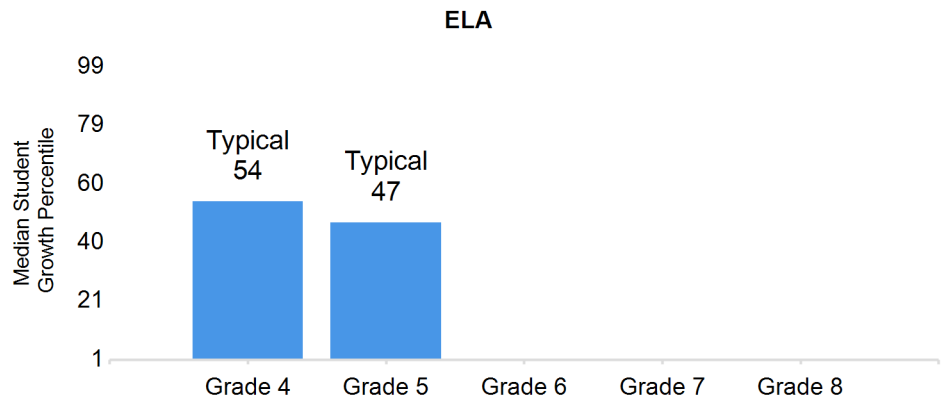
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

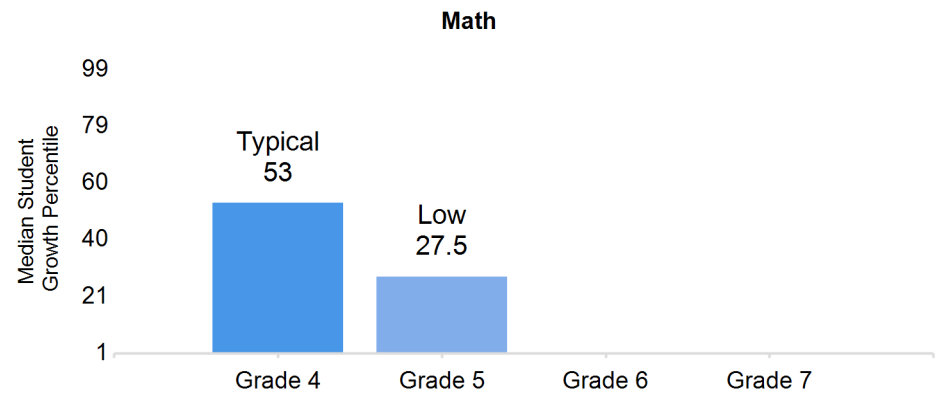




Student Growth by Grade

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	194	97.0	78.8	78.7	56.7	78.8	74.1	Met Target
White	172	96.6	80.2	79.6	65.6	80.2	75.7	Met Goal
Hispanic	*	*	*	60.0	42.5	*	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	89.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	80.3	63.4	*	**	**
Female	96	96.0	83.3	86.3	64.5	83.3		
Male	98	98.0	74.5	71.3	49.4	74.5		
Economically Disadvantaged Students	*	*	*	63.3	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.6	67.5	*		
Students with Disabilities	38	100.0	50.0	43.1	21.6	50.0	29	Met Target
Students without Disabilities	156	96.3	85.9	88.7	63.9	85.9		
English Learners	N	N	N	59.1	27.3	N	**	**
Non-English Learners	194	97.0	78.8	78.9	59.4	78.8		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	72.8	57.4	*		
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	70	769	767	750	*	*	*	57%	17%	74%	52%
White	62	768	768	759	*	*	*	56%	16%	73%	61%
Hispanic	*	*	740	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	31	782	778	756	*	*	*	*	*	81%	57%
Male	39	759	758	744	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	*	*	747	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	768	762	*	*	*	*	*	*	64%
Students with Disabilities	18	740	731	719	*	*	*	*	*	44%	24%
Students without Disabilities	52	780	781	756	*	*	*	*	*	85%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	70	769	*	753	*	*	*	57%	17%	74%	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	*	*	772	751	*	*	*	*	*	*	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	67	780	777	756	0%	0%	18%	37%	45%	82%	58%
White	60	780	777	764	0%	0%	18%	37%	45%	82%	68%
Hispanic	*	*	766	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	783	763	*	*	*	*	*	*	63%
Female	37	790	786	762	0%	0%	*	*	*	89%	63%
Male	30	768	769	751	0%	0%	*	*	*	73%	53%
Economically Disadvantaged Students	*	*	767	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	778	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	67	780	*	759	0%	0%	18%	37%	45%	82%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	773	757	*	*	*	*	*	*	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	58	771	771	755	0%	*	*	*	*	81%	58%
White	49	775	773	763	0%	*	*	*	*	88%	68%
Hispanic	*	*	756	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	27	778	776	762	0%	*	*	*	*	81%	66%
Male	31	765	765	749	0%	*	*	*	*	81%	51%
Economically Disadvantaged Students	*	*	736	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	773	766	*	*	*	*	*	*	71%
Students with Disabilities	10	744	*	724	0%	*	*	*	*	40%	22%
Students without Disabilities	48	777	*	762	0%	*	*	*	*	90%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	58	771	*	757	0%	*	*	*	*	81%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	763	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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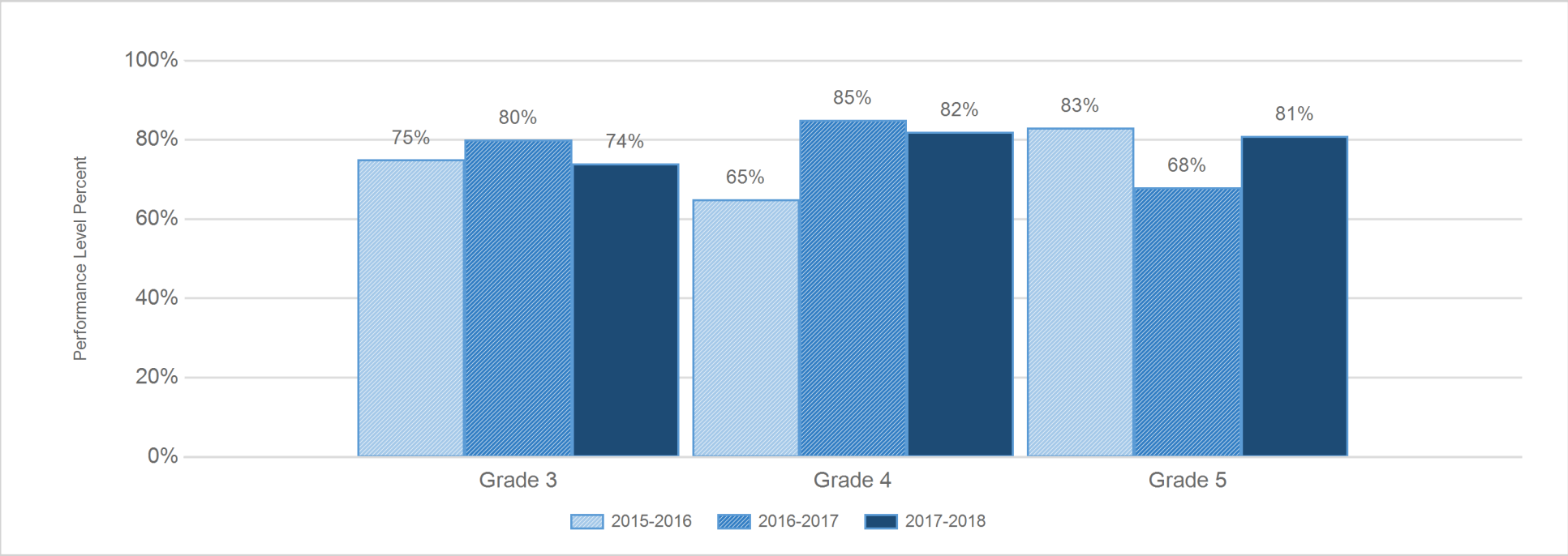
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	194	97.0	72.7	65.5	45.0	72.7	58.3	Met Target
White	172	96.6	73.8	67.1	54.1	73.8	58	Met Target
Hispanic	*	*	*	40.5	29.2	*	**	**
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	84.2	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	61.9	53.0	*	**	**
Female	97	97.0	71.1	65.7	46.0	71.1		
Male	97	97.1	74.2	65.4	43.9	74.2		
Economically Disadvantaged Students	*	*	*	45.6	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.7	55.9	*		
Students with Disabilities	37	97.4	54.0	30.1	17.1	54.0	22.5	Met Target
Students without Disabilities	157	97.0	77.1	75.4	50.5	77.1		
English Learners	N	N	N	36.3	24.6	N	**	**
Non-English Learners	194	97.0	72.7	65.9	46.9	72.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	57.7	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	70	773	767	752	*	*	17%	46%	31%	77%	53%
White	62	772	766	760	*	*	18%	47%	29%	76%	64%
Hispanic	*	*	757	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	31	773	767	752	*	*	*	*	*	81%	53%
Male	39	772	766	751	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	751	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	767	762	*	*	*	*	*	*	66%
Students with Disabilities	17	758	745	730	*	*	*	*	*	65%	29%
Students without Disabilities	53	777	774	756	*	*	*	*	*	81%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	70	773	*	754	*	*	17%	46%	31%	77%	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	*	*	765	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CRANBERRY PINES ELEMENTARY
(05-3080-040)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	766	761	748	0%	*	24%	*	*	75%	49%
White	61	765	762	755	0%	*	21%	*	*	77%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	763	752	*	*	*	*	*	*	55%
Female	38	769	763	748	0%	*	*	*	*	76%	50%
Male	30	762	759	748	0%	*	*	*	*	73%	49%
Economically Disadvantaged Students	*	*	751	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	762	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	68	766	*	750	0%	*	24%	*	*	75%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	761	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(05-3080-040)
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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	57	755	760	748	*	*	26%	*	*	63%	49%
White	48	757	762	756	*	*	27%	*	*	67%	60%
Hispanic	*	*	746	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	27	752	759	749	*	*	*	*	*	52%	50%
Male	30	757	760	747	*	*	*	*	*	73%	48%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	761	758	*	*	*	*	*	*	62%
Students with Disabilities	10	733	*	726	*	*	*	*	*	40%	20%
Students without Disabilities	47	760	*	752	*	*	*	*	*	68%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	57	755	*	750	*	*	26%	*	*	63%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	745	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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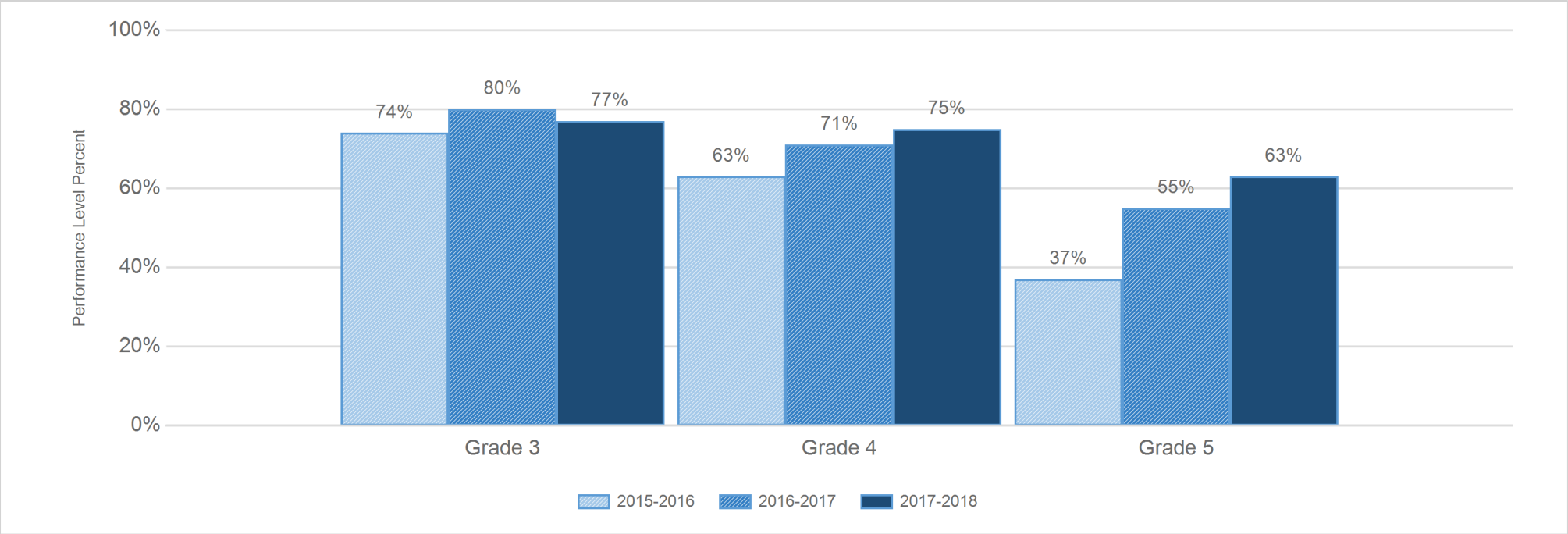
Mathematics Assessment – Performance Trends

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	*	*

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

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

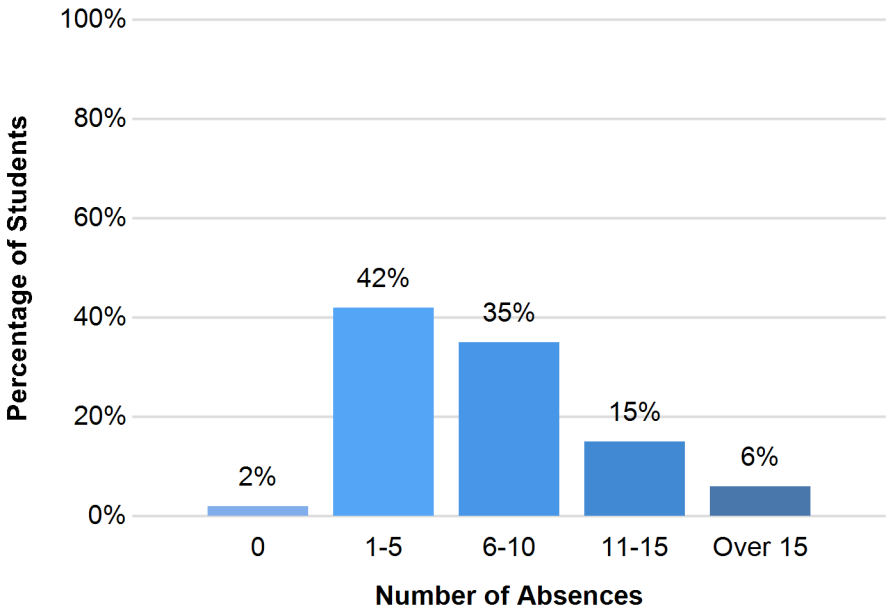
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	18	4.4	8.9	Met
White	15	4.1	8.9	Met
Hispanic	3	15.8	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	4	6.2	8.9	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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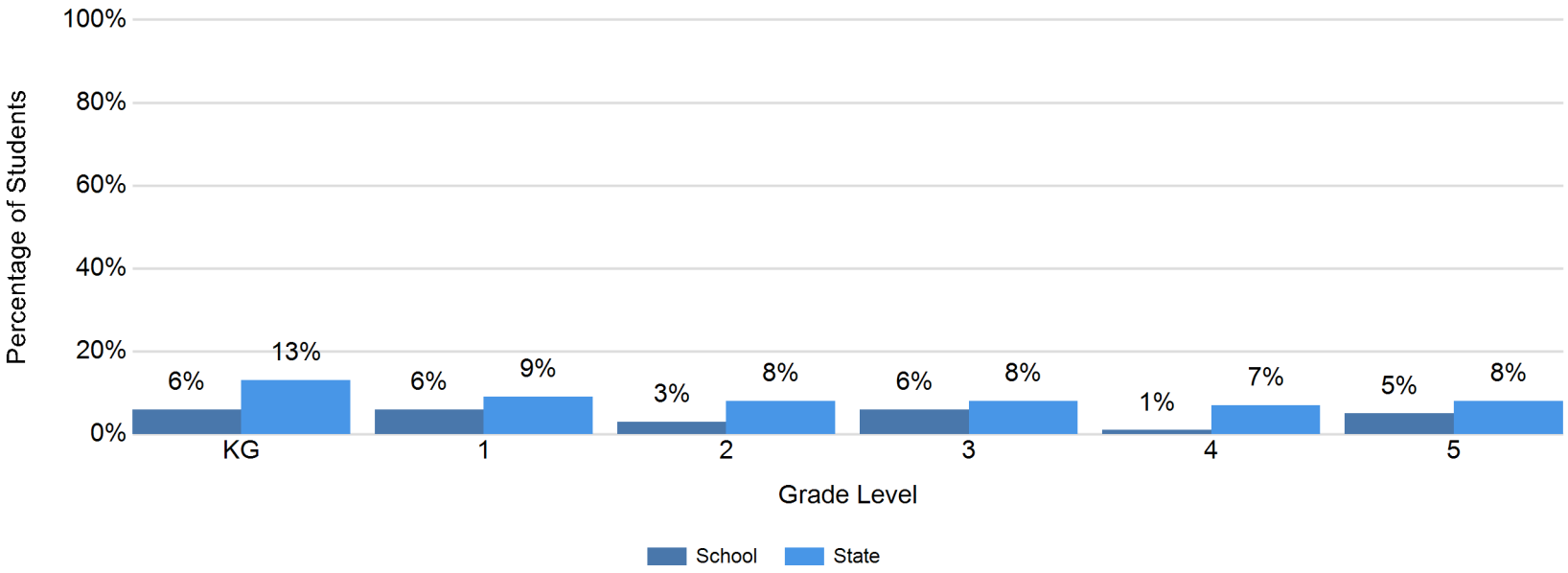
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.99

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	2	0	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	*	*
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	8:15 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	N
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	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$291	$14,890	$15,181

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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	27	117,464
Average years experience in public schools	14.9	12.0
Average years experience in district	14.9	10.7
Teachers in district for 4 or more years	92.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	10.4	16.0
Average years experience in district	10.4	12.0
Administrators in district for 4 or more years	80.0%	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	15:1	13:1
Students to Administrators	406:1	181:1
Teachers to Administrators	27:1	14:1
Students to Librarians/Media Specialists		388:1
Students to Nurses		388:1
Students to Counselors		302:1
Students to Child Study Team		272:1

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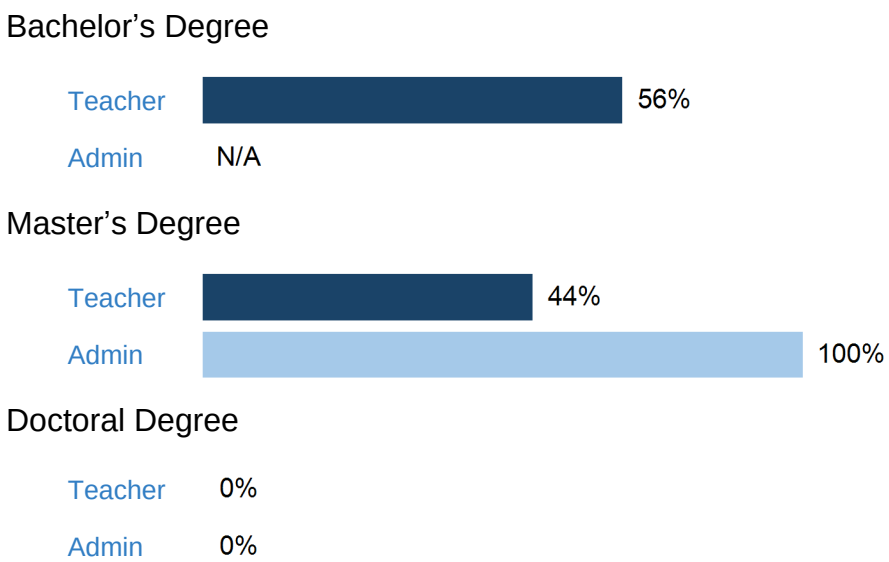
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - 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	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	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	97.6%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.9%	0.0%
Male	11.1%	100.0%
White	92.6%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	7.4%	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		

NJ SCHOOL PERFORMANCE REPORT

CRANBERRY PINES ELEMENTARY
(05-3080-040)
Grades Offered: KG-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	90.17	17.5%
Mathematics Proficiency	93.54	17.5%
English Language Arts Growth	60.43	25.0%
Mathematics Growth	22.97	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	81.24	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	65.18	n/a
Summative Rating: Percentile Rank of Summative Score	73.64	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	N	Met	No
White	64.00	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Cranberry Pines staff use a balanced literacy approach which includes Reading and Writing Workshop and Word Study. • Students in second through fifth grade each have their own chromebooks to support daily instruction. • A variety of disciplines are provided which offers a well-rounded educational experience.
Mission, Vision, Theme:	Cranberry Pines is a neighborhood school that provides a top notch education to over four hundred students. Our dedicated staff work closely with families to ensure a positive and rewarding experience. Each school day begins and ends with a student centered approach in mind. From our morning announcements delivered by students to our student recognition programs, our day remains focused on helping each child to reach their potential.

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Courses, Curriculum, Instruction:	Our instructional school day includes reading, writing, word study, mathematics, science, and social studies instruction by our homeroom teachers. We also have a number of specialists who provide additional learning experience in areas such as the visual and performing arts. Our students are able to express themselves through a variety of disciplines which include 21st century learning, technology, library, art, band, music, and physical education.
Clubs and Activities:	Cranberry Pines offeres a variety of clubs for students in kindergarten through fifth grade. Offerings occur in both the fall and spring. Each club runs for 10 one-hour sessions. Clubs are determined by staff interest and include offerings such as Lego Club, Harry Potter Club, and Japanese Culture Club.

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Before and After School Programs:	Cranberry Pines School partners with the local YMCA of the Pines to provide before and after care programs.
Staff and Professional Learning:	Professional development is provided throughout the school year to the staff of Cranberry Pines. District in-service opportunities are held several times per year to ensure continutity between schools and provide staff with the latest revisions to the curriculum. Building based professional development occurs throughout the year to reinforce newly adopted intitatives. Grade level meetings are also held monthly to ensure pacing as well as review the scope and sequence of curriculum units.

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Student Supports and Services:	MTPS provides comprehensive services and supports for its students. These include ESL Programs, Basic Skills Instruction in Math and Reading, Differentiated LAL curriculum, home instruction, 504 Accommodations, and a continuum of programs for students with disabilities. I&RS Teams are organized to provide interventions and strategies for students experiencing difficulties in the school setting. School Counselors, Nurses, and Behaviorist address emotional, medical, and behavioral needs.
Student Health and Wellness:	The physical well being of our students is addressed through physical activity throughout the day. Short brain breaks to stretch and exercise in between lessons, recess, physical education, and the Cougar Running Program provide students with movement opportunities on a regular basis.
Parent and Community Involvement:	Many parents volunteer at CP throughout the year. The dedication of these families is evidence of the important role our entire school community has in growing well rounded students. Our HSA representatives and Parent Advisory Council play a key role in our school through fundraising efforts as well as planning and organizing school-wide events. Additionally, the Medford Education Foundation continues to support vital school initiatives that otherwise would not be possible.

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Facilities:	Over the summer our school was outfitted with LED lighting. These lights not only makes our learning environment brighter they cost a fraction to operate compared to the fixtures they replaced. Our Tech Lab received new furniture along with a class set of touchscreen chromebooks to support our primary students. Finally, our Library received flexible seating which includes couches and a diner booth for students to gather and collaborate with one another.
School Safety:	School safety and security are a top priority in Medford Township. MTPS facilities employ a comprehensive access control policy and building based system. Designated technology infrastructure supports the overall district wide security protocols. Video surveillance and communication systems are in place within and outside of all facilities. All administration and staff are certified on a consistent district security response protocol. Various types of building and district response drills are completed on a monthly basis in cooperation with Medford Township's Public Safety personnel. A School Resource Officer is assigned to the middle school campus in addition to our ongoing partnership with the Medford Township Public Safety Department.

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Technology and STEM:	Students in Medford begin at a very early age exploring an array of technology to engage in the 8.1 and 8.2 standards. As early as Pre-School, students use technology to investigate, hypothesize, collect and analyze data and extrapolate understandings to unknown scenarios. Students utilize individualize devices throughout their learning environments beginning in 2nd grade through our 1:1 program which virtually tears down walls of our physical learning environments to bring a world of learning to each student. In Grades 1-5, every student engages in Engineering units that extend and support lessons they learn in their Science Classrooms. Civil, Chemical, Transportation, Geotechnical and Environmental engineering concepts are delivered through hands-on units that focus on content, but also on the engineering design process. In the “Fab” Labs, students utilize various robotic devices to understand algorithms, computer science and the foundational elements of coding.
Early Childhood Education:	Medford Township provides a preschool program designed to prepare students for the district kindergarten. Classes are available to meet the needs of students with disabilities, as well as half-day tuition-based programs for their typical peers. Students attend full-day Kindergarten. In an effort to ease the transition from pre-k to full-day K, we hold a Welcome to K Information Night for parents of incoming kindergarteners. Later in the year, we invite the parents and the future kinders to Race to Kindergarten Night. Kindergarten Round-Up follows in the spring. All are assessed and those who need continued instruction are invited into the summer SPARKler program. Three times a year, Medford hosts a Lunch and Learn where the K staff meet with local pre-K providers for sharing, discussion, and professional development.

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Other Information:	Our staff delivers research-based best practice which provides an exceptional learning environment for our students. Formative assessments taken by our staff throughout the year provides the direction for their teaching. Instructional practices such as Writing Workshop, Guided Reading, Reading Workshop, allows teachers to engage our students in the learning process in an authentic and meaningful way. CP's Media Center, computer lab, and all of our homerooms use Promethean boards and visual presenters which are instructional tools that teachers and students use to enhance the learning process. In addition, students in second through fifth grade use Chromebooks to support curricular initiatives. The Cranberry Pines school community of staff, parents, and students work hard to create an atmosphere that is upbeat and supportive. Beyond academics, our staff recognizes the importance of teaching to the whole child. In an elementary school setting, students learn to grow emotionally, socially, behaviorally, and academically. This is where the partnership between home and school truly shines through in our community. Our families are very involved in the educational process which provides a team approach in support of our students. Our school counselor organizes a peer mediation program, provides character education lessons to all of our homerooms which reinforces safe and healthy choices, conflict resolution to empower our students, counsels students when needed, and facilitates collaboration and communication between children. We encourage you to visit Facebook or our Website to learn more about our wonderful school!