NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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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Notes from the New Jersey Department of Education:

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School Contact Information

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 Township School District
Principal Name	Mr. John Karakashian
Address	36 CHAIRVILLE ROAD MEDFORD, NJ 08055
Phone Number	609-654-9610
Email Address	jkarakashian@medford.k12.nj.us
Website	https://www.medford.k12.nj.us/Domain/272
Twitter	https://twitter.com/CVCheetahs

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	53	49	46
1	57	61	52
2	42	57	60
3	65	45	58
4	68	66	49
5	76	66	69
Total	361	344	334

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	50.3%	50.3%
Male	49.9%	49.7%	49.7%
Economically Disadvantaged Students	8.6%	5.8%	6.6%
Students with Disabilities	20.5%	24.4%	25.7%
English Learners	0.8%	0.6%	0.0%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	0.3%	0.3%	0.3%
Military-Connected Students	5.0%	8.4%	7.8%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	85.9%	87.5%	85.3%
Hispanic	6.6%	5.2%	5.7%
Black or African American	2.2%	1.7%	3.3%
Asian	0.8%	0.6%	1.2%
Native Hawaiian or Pacific Islander	0.8%	0.6%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.6%	4.4%	3.9%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	53	49	46

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

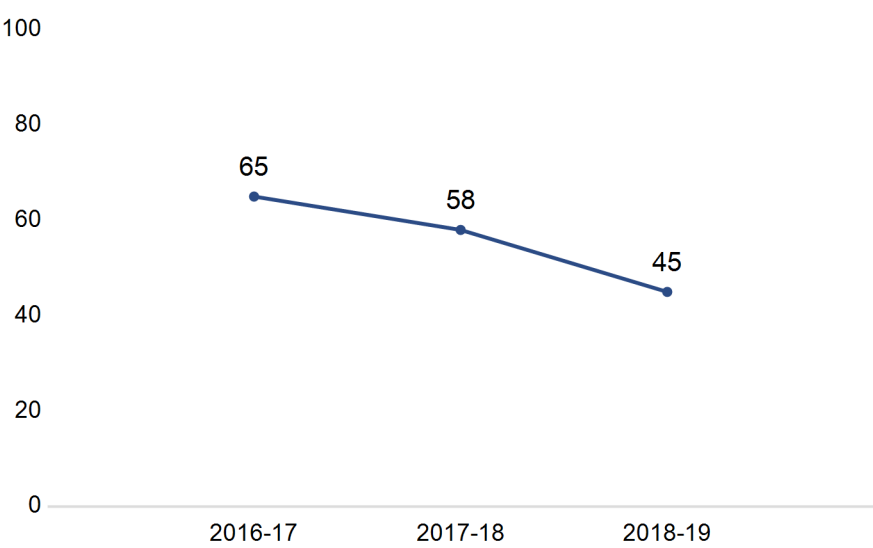| Home Language	% of Students
English	100.0%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile
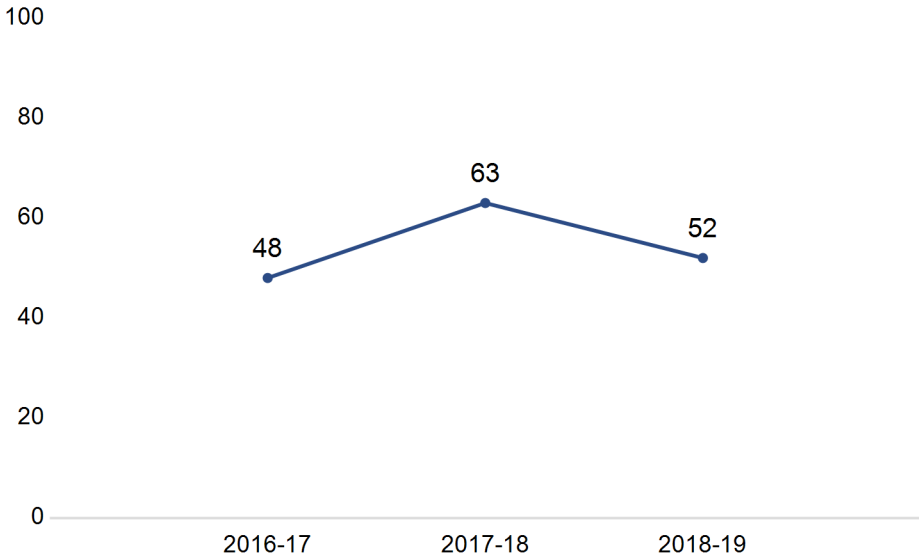
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	65	58	45	48	63	52
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	45	47	50	Met Standard	52	50	50	Met Standard
White	44	47	50	Met Standard	46	49	52	Met Standard
Hispanic	*	43.5	49	**	*	53	47	**
Black or African American	*	50	45	**	*	52.5	43	**
Asian, Native Hawaiian, or Pacific Islander	N	50	59	**	N	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	45.5	49	**	*	59.5	52	**
Female	44	48	53	N	47	48	50	N
Male	46	46	47	N	53	53	51	N
Economically Disadvantaged Students	*	47	48	**	*	56	46	**
Students with Disabilities	47.5	46	43	Met Standard	63	58	45	Exceeds Standard
English Learners	N	69	52	**	N	82.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	37.5	49	N	*	46	51	N
Migrant Students	N	N	47	N	N	N	51	N

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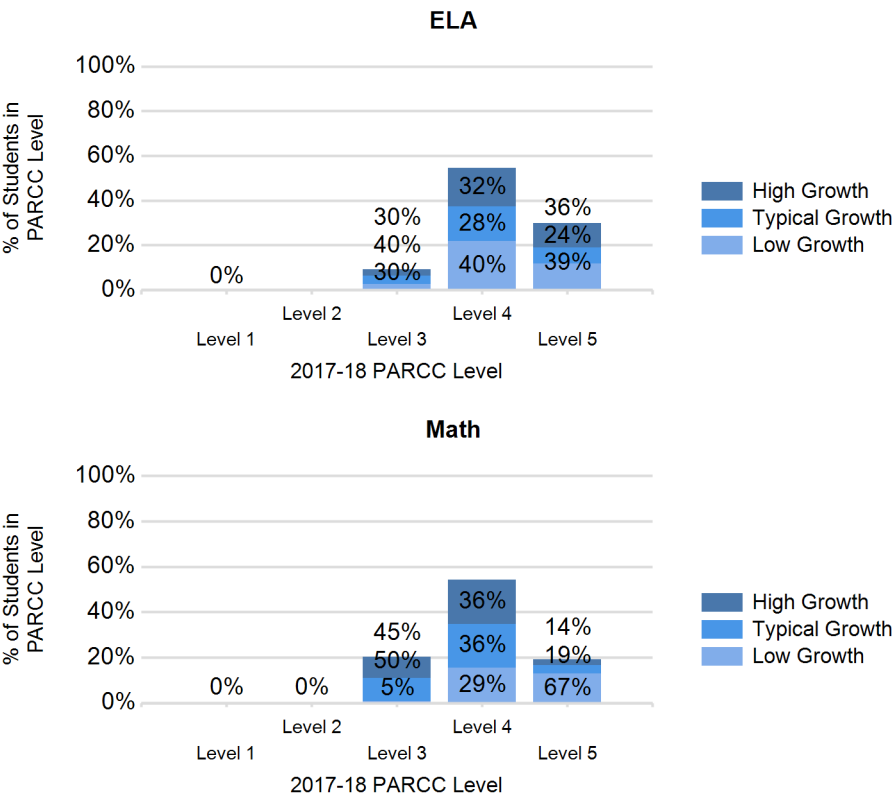† This indicates a table specific note, see note below table

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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.
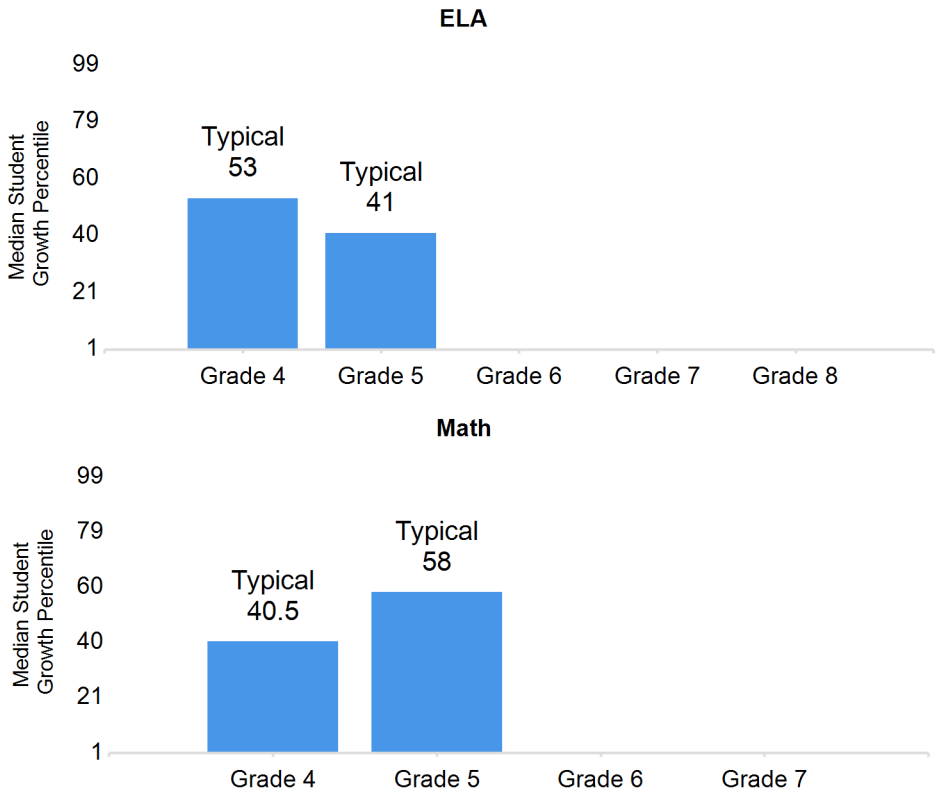
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA — % of Students in PARCC Level by 2017-18 PARCC Level

Level 1: 0%
Level 3: 30% Low Growth, 40% Typical Growth, 30% High Growth
Level 4: 40% Low Growth, 28% Typical Growth, 32% High Growth
Level 5: 39% Low Growth, 24% Typical Growth, 36% High Growth

Legend: High Growth, Typical Growth, Low Growth

Math — % of Students in PARCC Level by 2017-18 PARCC Level

Level 1: 0%
Level 2: 0%
Level 3: 5% Low Growth, 50% Typical Growth, 45% High Growth
Level 4: 29% Low Growth, 36% Typical Growth, 36% High Growth
Level 5: 67% Low Growth, 19% Typical Growth, 14% High Growth

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA — Median Student Growth Percentile

Grade 4: Typical 53
Grade 5: Typical 41
Grade 6, Grade 7, Grade 8: (no data)

Math — Median Student Growth Percentile

Grade 4: Typical 40.5
Grade 5: Typical 58
Grade 6, Grade 7: (no data)
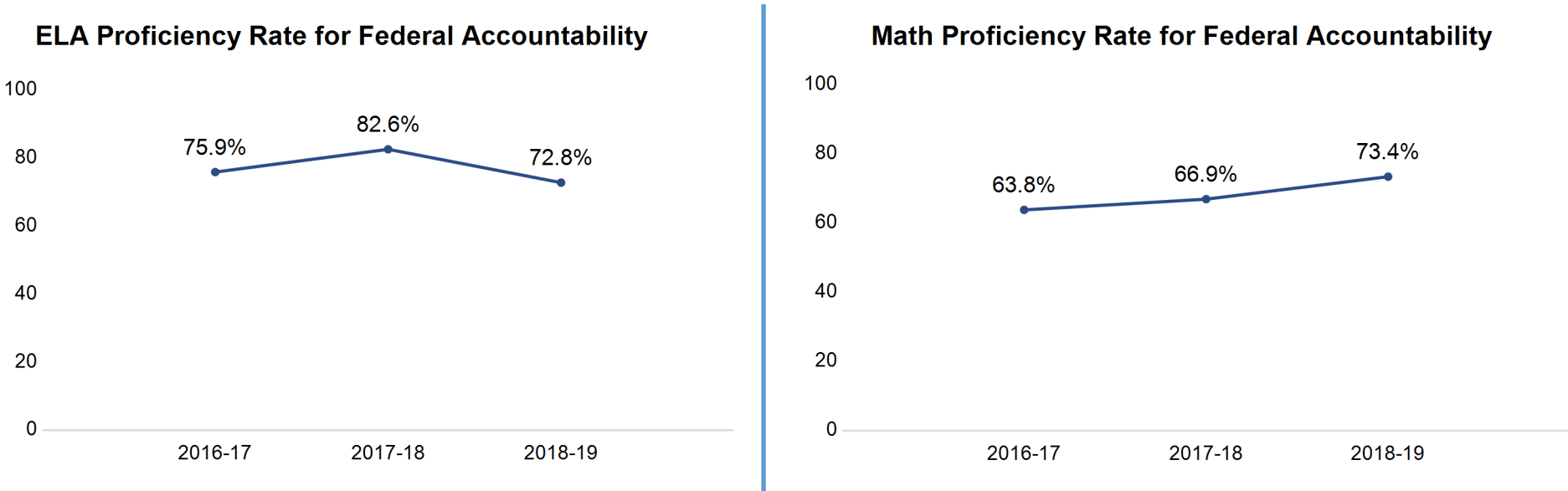
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 75.9%
- 2017-18: 82.6%
- 2018-19: 72.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 63.8%
- 2017-18: 66.9%
- 2018-19: 73.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.8%	95.7%	97.2%	95.8%	95.7%	97.2%
Proficiency Rate for Federal Accountability	75.9%	82.6%	72.8%	63.8%	66.9%	73.4%
Annual Target	69.2%	69.7%	70.3%	59.5%	60.6%	61.6%
Met Annual Target?	Met Target	Met Goal	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	169	97.2	72.8	75.7	57.9	72.8	70.3	Met Target
White	146	96.8	74.7	76.6	66.9	74.7	71.2	Met Target
Hispanic	10	100.0	60.0	64.0	43.9	60.0	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	84.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	86	96.8	79.1	82.6	64.8	79.1		
Male	83	97.7	66.3	69.0	51.3	66.3		
Economically Disadvantaged Students	*	*	*	55.3	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	76.9	67.9	*		
Students with Disabilities	39	90.7	53.8	44.8	22.7	51.3	33.1	Met Target
Students without Disabilities	130	99.3	78.5	84.9	65.1	78.5		
English Learners	N	N	N	60.0	29.3	N	**	**
Non-English Learners	169	97.2	72.8	75.9	60.6	72.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	13	92.9	84.6	68.2	57.8	82.7		
Migrant Students	N	N	N	N	30.4	N		

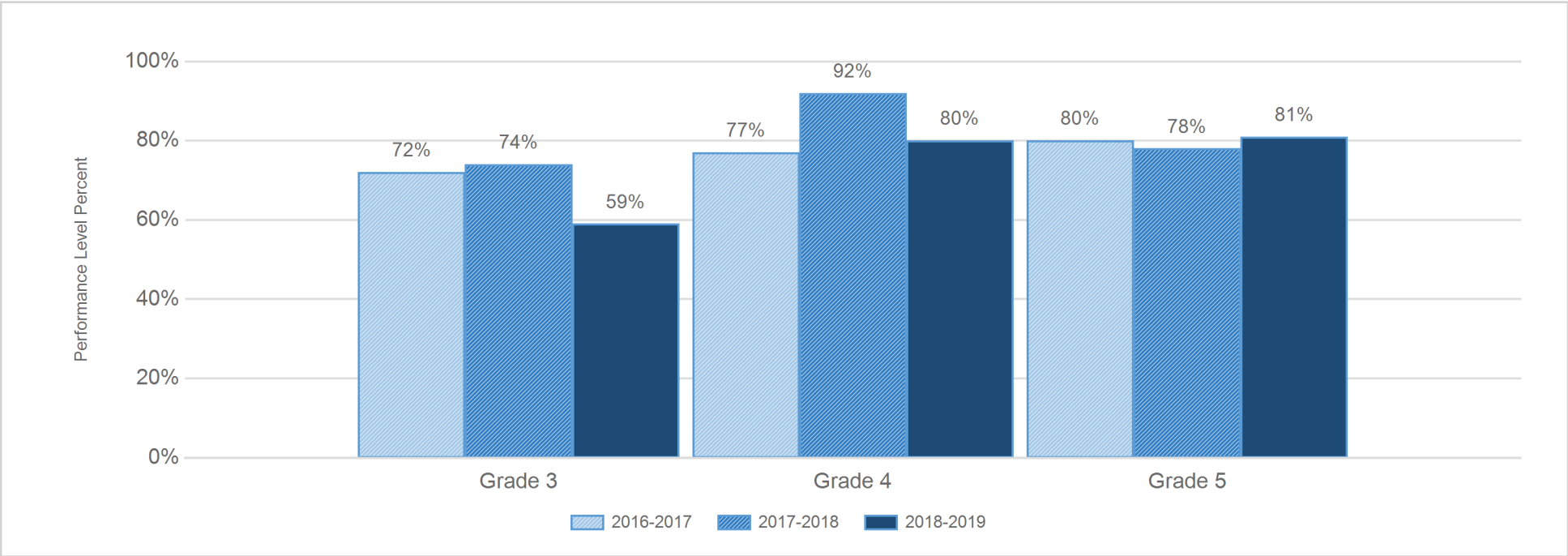† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	761	765	748	*	*	25%	*	*	59%	50%
White	49	767	767	757	*	*	27%	*	*	65%	60%
Hispanic	*	*	750	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	29	770	771	753	*	*	*	*	*	72%	55%
Male	30	752	757	743	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	15	735	*	719	*	*	*	*	*	33%	24%
Students without Disabilities	44	770	*	754	*	*	*	*	*	68%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	59	761	*	751	*	*	25%	*	*	59%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	767	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	779	773	755	*	*	*	39%	41%	80%	57%
White	46	780	774	763	*	*	*	39%	41%	80%	67%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	783	781	760	*	*	*	*	*	82%	62%
Male	21	773	766	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	*	*	738	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	775	765	*	*	*	*	*	*	69%
Students with Disabilities	10	733	745	725	*	*	*	*	*	50%	25%
Students without Disabilities	39	791	784	761	*	*	*	*	*	87%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	49	779	*	758	*	*	*	39%	41%	80%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	775	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

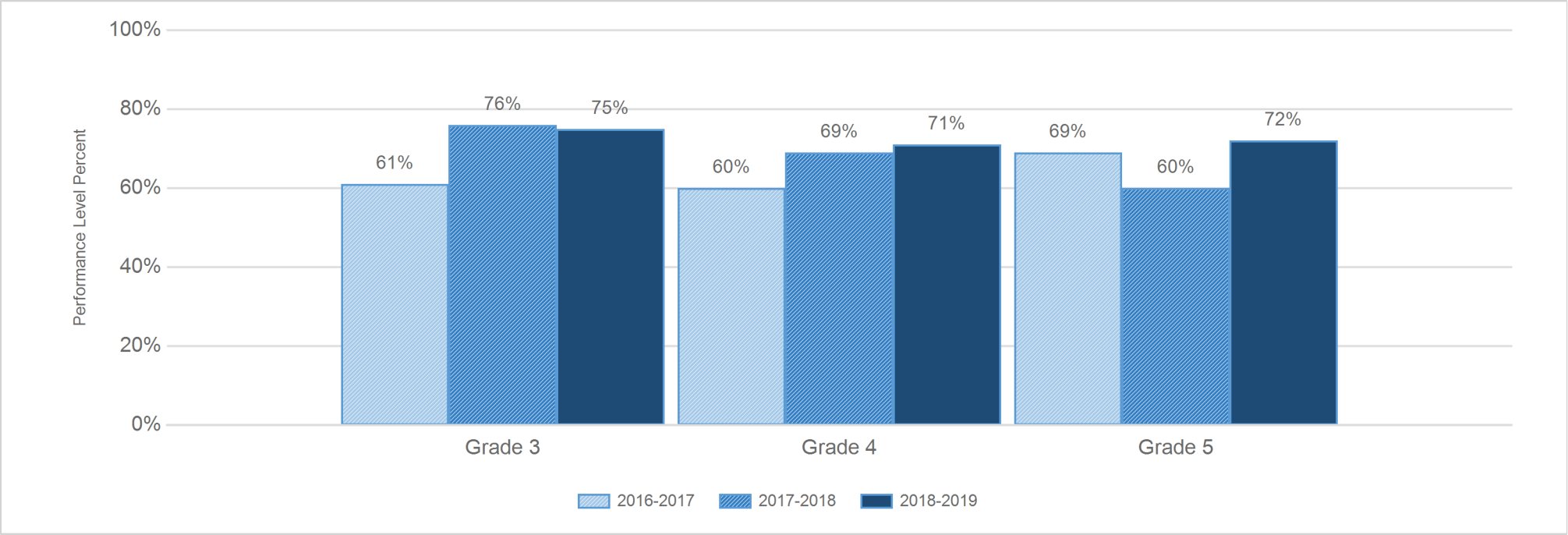| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	773	775	756	0%	*	*	60%	21%	81%	58%
White	56	773	774	764	0%	0%	20%	63%	18%	80%	68%
Hispanic	*	*	765	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	786	762	*	*	*	*	*	*	65%
Female	34	779	783	761	0%	*	*	*	*	85%	64%
Male	33	766	767	750	0%	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	765	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	775	766	*	*	*	*	*	*	69%
Students with Disabilities	13	757	*	724	0%	*	*	77%	0%	77%	23%
Students without Disabilities	54	777	*	762	0%	*	*	56%	26%	81%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	67	773	775	758	0%	*	*	60%	21%	81%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	761	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	169	97.2	73.4	64.6	44.5	73.4	61.6	Met Target
White	146	96.8	76.7	65.6	54.1	76.7	62.1	Met Target
Hispanic	10	100.0	40.0	47.4	28.8	40.0	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	86.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	64.6	53.3	*	**	**
Female	86	96.8	69.8	63.5	44.9	69.8		
Male	83	97.7	77.1	65.7	44.2	77.1		
Economically Disadvantaged Students	*	*	*	38.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.1	54.9	*		
Students with Disabilities	39	90.7	46.2	33.7	17.4	44.0	31.3	Met Target
Students without Disabilities	130	99.3	81.5	73.8	50.0	81.5		
English Learners	N	N	N	55.0	25.0	N	**	**
Non-English Learners	169	97.2	73.4	64.7	46.5	73.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	13	92.9	76.9	61.4	46.4	75.2		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 3: 2016-2017 = 61%, 2017-2018 = 76%, 2018-2019 = 75%
Grade 4: 2016-2017 = 60%, 2017-2018 = 69%, 2018-2019 = 71%
Grade 5: 2016-2017 = 69%, 2017-2018 = 60%, 2018-2019 = 72%

Legend: 2016-2017, 2017-2018, 2018-2019

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	764	765	752	*	*	*	54%	20%	75%	55%
White	49	769	766	760	*	*	*	57%	24%	82%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	29	762	764	751	*	*	*	*	*	72%	54%
Male	30	765	766	752	*	*	*	*	*	77%	56%
Economically Disadvantaged Students	*	*	749	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	766	761	*	*	*	*	*	*	67%
Students with Disabilities	15	744	*	731	*	*	*	*	*	53%	31%
Students without Disabilities	44	771	*	756	*	*	*	*	*	82%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	59	764	*	754	*	*	*	54%	20%	75%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	769	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	762	759	749	*	*	*	*	*	71%	51%
White	46	763	760	757	*	*	*	*	*	74%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	759	758	749	*	*	*	*	*	68%	50%
Male	21	766	761	749	*	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	10	739	742	726	*	*	*	*	*	30%	25%
Students without Disabilities	39	768	766	754	*	*	*	*	*	82%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	49	762	*	751	*	*	*	*	*	71%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	761	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
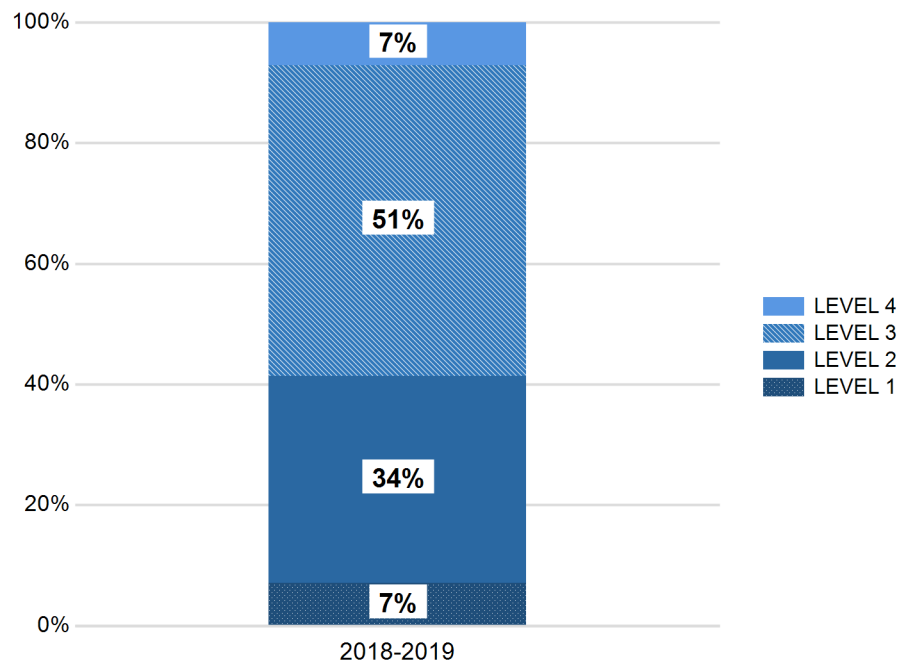
(05-3080-030)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	762	761	747	*	*	21%	54%	18%	72%	47%
White	56	763	761	755	0%	*	21%	*	*	73%	58%
Hispanic	*	*	751	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	771	753	*	*	*	*	*	*	55%
Female	34	759	761	747	*	*	*	*	*	68%	47%
Male	33	765	762	747	*	*	*	*	*	76%	47%
Economically Disadvantaged Students	*	*	754	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	762	757	*	*	*	*	*	*	59%
Students with Disabilities	13	744	*	725	*	*	*	*	*	46%	19%
Students without Disabilities	54	766	*	752	*	*	*	*	*	78%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	67	762	*	749	*	*	21%	54%	18%	72%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	761	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

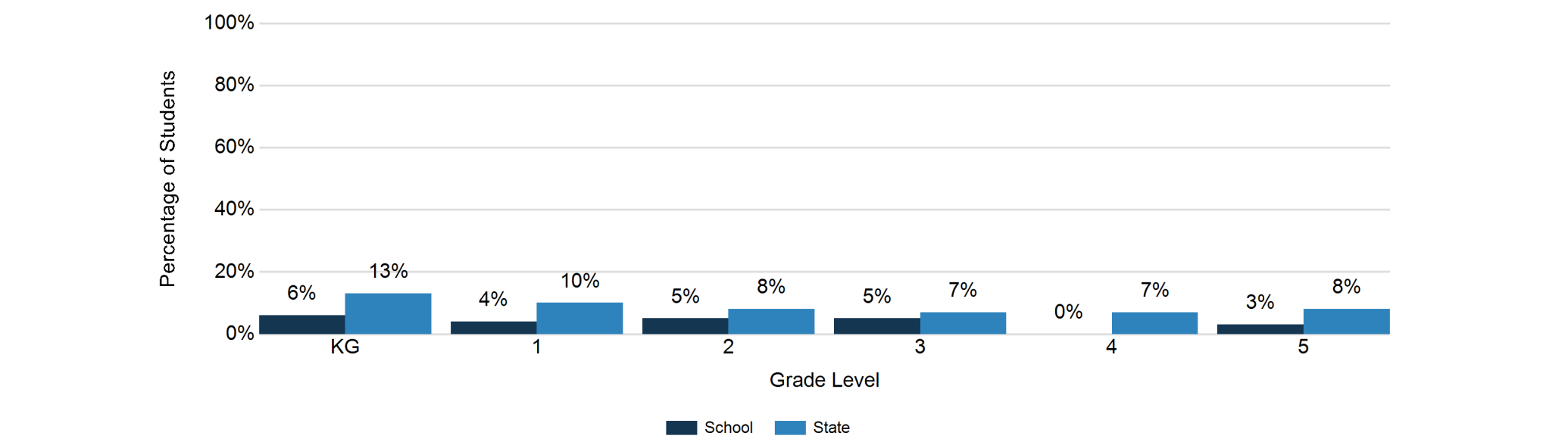| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	7	34	51	7
White	9	29	54	9
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	6	29	59	6
Male	9	39	42	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	15	54	23	8
Students without Disabilities	6	30	57	7
English Learners	N	N	N	N
Non-English Learners	7	34	51	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

Report Key:
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	13	3.8	8.9	Met
White	7	2.4	8.9	Met
Hispanic	2	10.5	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Female	6	3.6		
Male	7	4.0		
Economically Disadvantaged Students	2	9.5	8.9	Not Met
Students with Disabilities	8	8.4	8.9	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

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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.

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.60

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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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	2	0	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
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
*

Chairville Elementary School
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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	8:50 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	11.2	16.0
Average years experience in district	11.2	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

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	12:1	12:1
Students to Administrators	334:1	178:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		382:1
Students to Counselors		334:1
Students to Child Study Team Members		223:1

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	82.8%	0.0%	48.4%	77.1%	54.9%
Male	49.7%	17.2%	100.0%	51.6%	22.9%	45.1%
White	85.3%	93.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.7%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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 and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Teacher 45%
Admin N/A

Master's Degree

Teacher 55%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.3%	87.9%

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
2018-19	97.2%

Chairville Elementary School

(05-3080-030)

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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Chairville Elementary School

(05-3080-030)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	75.9%	82.6%	72.8%
Math Proficiency	63.8%	66.9%	73.4%
ELA Growth	65	58	45
Math Growth	48	63	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	1.9%	3.7%	3.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

Chairville Elementary School

(05-3080-030)

Grades Offered: KG-05

2018-2019

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 the school or district directly.

Highlights:	• Technology integration: 1:1 Chromebooks in grades 2-5 • Outdoor Classroom and clubs with the goal of promoting Environmental Education • Schoolwide commitment to character education with our Core Values and Responsive Classroom programs
Mission, Vision, Theme:	The mission of the Chairville School is to develop motivated, self-confident, lifelong learners who strive to make a positive difference in their school and the lives of others through: focusing on student learning; acknowledging and celebrating different learning and teaching styles; honoring diversity and fostering mutual respect and trust; collaborating and communicating with students, parents, and staff; professional development and teaching that is reflective of best practice.

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NJ SCHOOL PERFORMANCE REPORT

Chairville Elementary School
(05-3080-030)
Grades Offered: KG-05
2018-2019

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Courses, Curriculum, Instruction:	Chairville School focuses on educating the whole child emotionally, socially and academically. This core belief drives our actions as educators, but students are children first, and our duty is to help parents prepare them for the future. Our enVisionmath curriculum places an emphasis on addressing New Jersey Student Learning Standards and having children develop a conceptual understanding of mathematics. In Language arts, we utilize a balanced-literacy approach where students are learning reading, writing, listening, and speaking skills through combinations of writing workshop, guided reading instruction, and reading workshop. With tremendous support from the Board of Education and district stakeholders, Chairville School has been able to launch a 1:1 Chromebook initiative in grades 2-5. Our children leave Chairville School prepared for the next chapter and beyond.
Clubs and Activities:	Students participate in a number of clubs outside the normal school day. They include; sports intramurals, chess club, science club, instrumental band, art club, drama club and our Outdoor Club that includes a variety of on-site and off-site trips and activities. School activities include a Family Outdoor Movie Night, Band and Chorus Concerts, School Dance, Kdg. Bingo Night, Skate Party, Ice Cream Social and Student and Community Art Shows. These experiences help us develop well-rounded children that are comfortable with their surroundings and the world.

Chairville Elementary School

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Staff and Professional Learning:	Our staff is dedicated to continually growing professionally by selecting professional development opportunities in-district. These opportunities are self-selected based on their areas of interest. In addition, faculty members have consistently attended in-services and workshops offered by the school district and outside sources as well. Many have pursued advanced degrees from accredited institutions; all in the name of continually improving teaching and learning.

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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:	Chairville School promotes health and wellness through our Cheetah Runners recess program, a Health Fair organized by our school nurse, and Physical Education instruction.
Parent and Community Involvement:	Parents are offered numerous opportunities to participate in their child's education at Chairville. Our parents volunteer in the library, classrooms, and for our Cheetah Runners recess running program. They also help our school by coordinating and participating in activities like our Book Fair, Outdoor Family Movie Night, Kdg. Bingo, and Box Tops to name a few. Our district Home and School Association coordinates many and various valuable fundraising activities and school events. The Medford Education Foundation also continues to provide financial support through their fundraising efforts.

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Facilities:	Chairville School was built in 2004. The building was recently enhanced with added safety and security features. In addition, the Technology Lab was renovated into a Fabrication Lab or "Fab Lab" to accommodate STEM learning. On our grounds you will find an Outdoor Classroom and three nature trails that were funded mainly through grants. Finally, upgrades to LED lighting and other building infrastructure help to support our technology and green initiatives
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

Chairville Elementary School is the home of the Chairville Cheetah! Our school day runs from 8:50am-3:25pm. During that time our students receive research-based instruction that is customized to suit the needs of Chairville students by Medford teachers. The investment that Medford Township Public Schools has made in fine-tuning our curriculum in the areas of reading, writing, math, science, social studies and character skills is second to none. Medford invests in people, not boxes. Our curriculum is a process not a product.

NJ SCHOOL PERFORMANCE REPORT

Cranberry Pines Elementary

(05-3080-040)

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2018-2019

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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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Cranberry Pines Elementary
(05-3080-040)
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School Contact Information

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

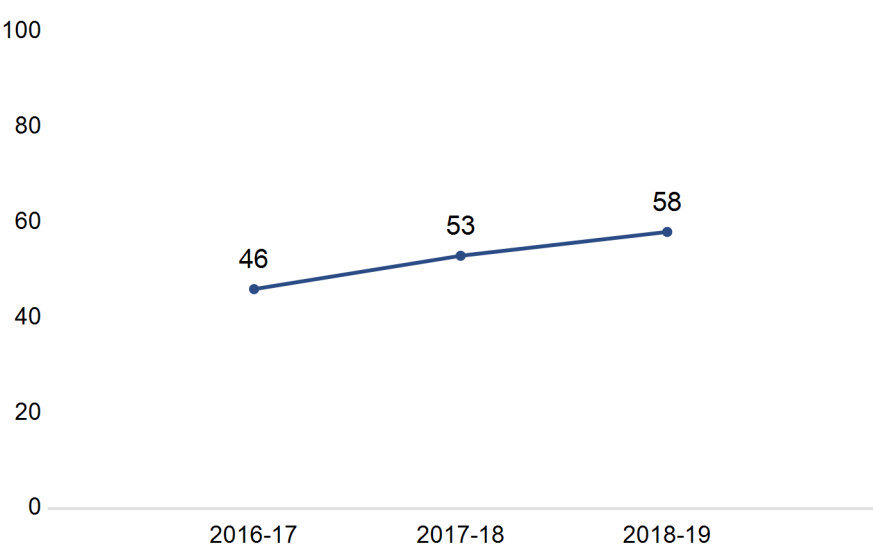| Type	Contact Information
County	Burlington
District	Medford Township School District
Principal Name	Mrs. Kristin Groark
Address	400 FAIRVIEW ROAD MEDFORD, NJ 08055-9172
Phone Number	856-983-2861
Email Address	kgroark@medford.k12.nj.us
Website	https://www.medford.k12.nj.us/Domain/389
Facebook	https://www.facebook.com/cranberrypineselementaryschool/
Twitter	https://twitter.com/CPCougars

NJ SCHOOL PERFORMANCE REPORT

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	67	72	52
1	57	72	73
2	66	63	70
3	66	72	62
4	61	67	74
5	65	60	65
Total	382	406	396

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.8%	52.5%	55.3%
Male	48.2%	47.5%	44.7%
Economically Disadvantaged Students	3.4%	3.0%	3.0%
Students with Disabilities	17.3%	15.8%	18.2%
English Learners	0.0%	0.5%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	2.4%	4.7%	3.8%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	88.5%	89.9%	91.4%
Hispanic	4.5%	4.7%	3.0%
Black or African American	1.6%	1.0%	1.0%
Asian	2.1%	2.5%	2.3%
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	3.4%	2.0%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	67	72	52

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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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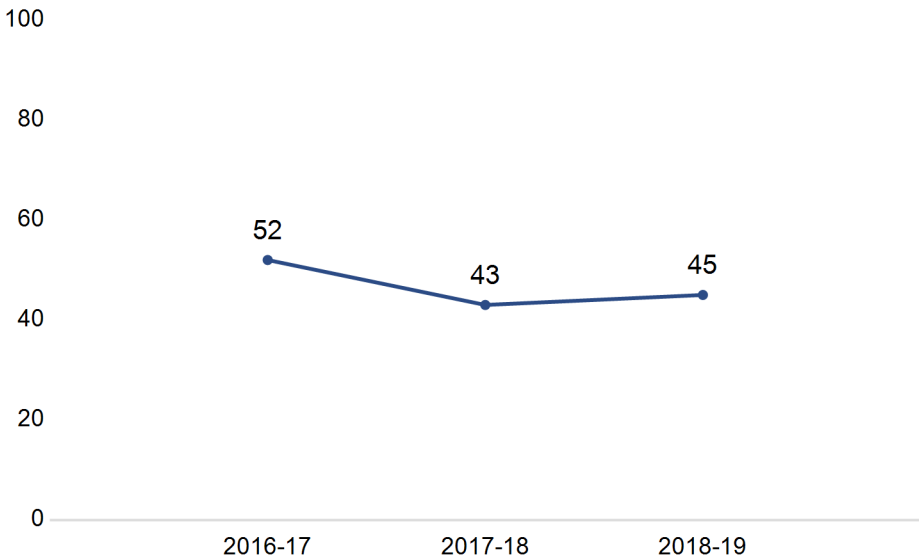† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Year	Value
2016-17	46
2017-18	53
2018-19	58

Math Median Student Growth Percentile

Year	Value
2016-17	52
2017-18	43
2018-19	45

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	53	58	52	43	45
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Cranberry Pines Elementary
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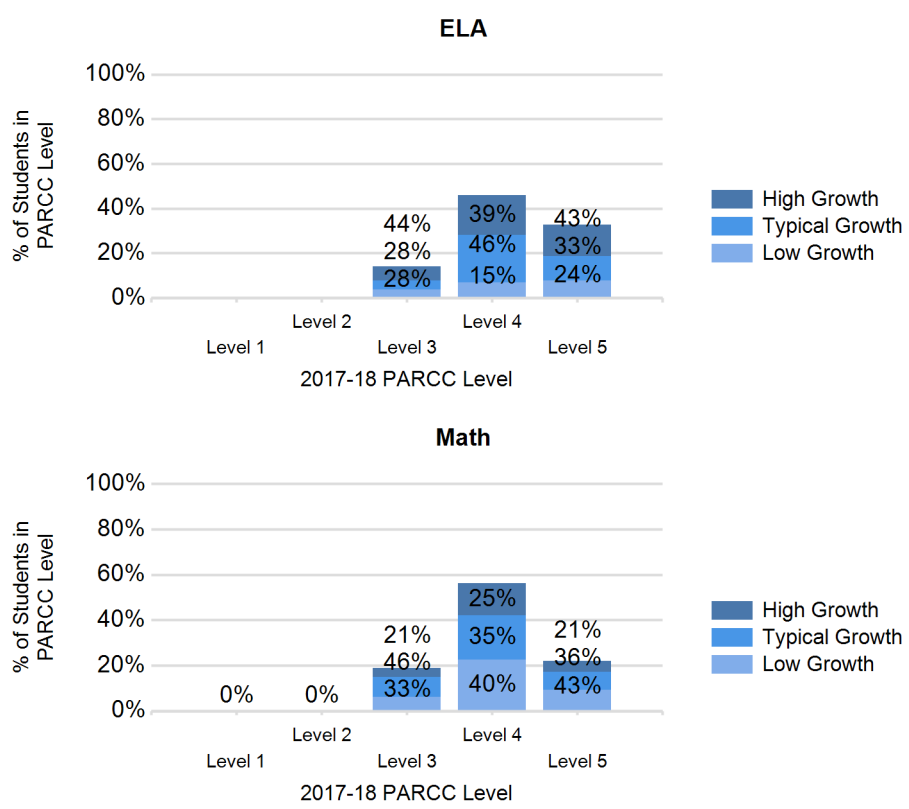**†** This indicates a table specific note, see note below table

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 (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.
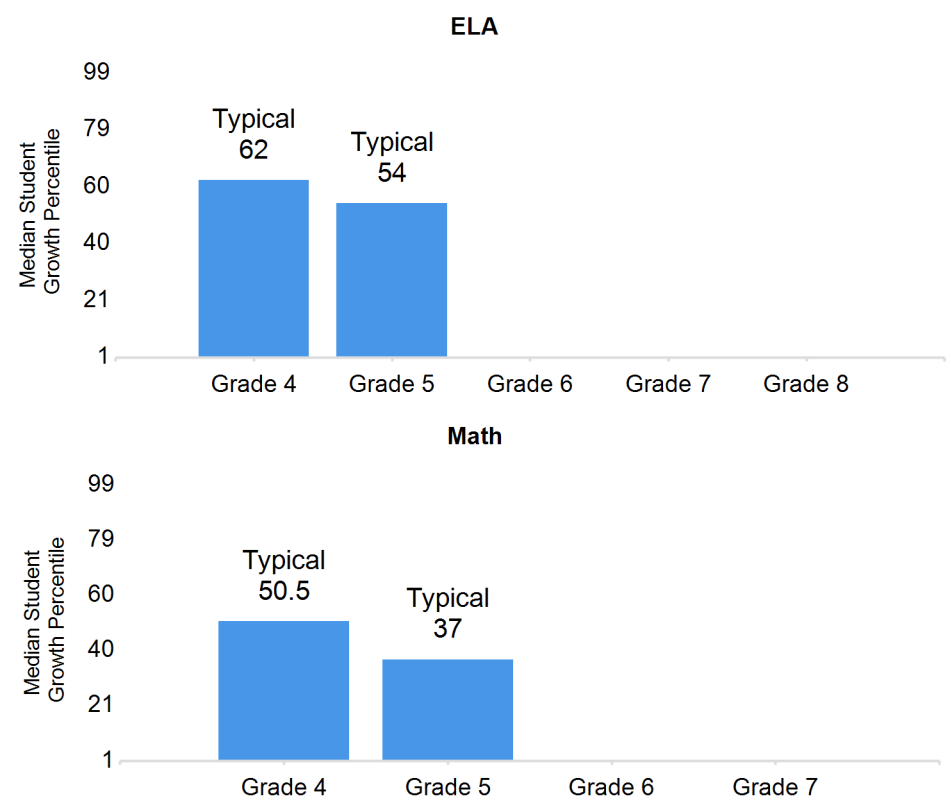
Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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.

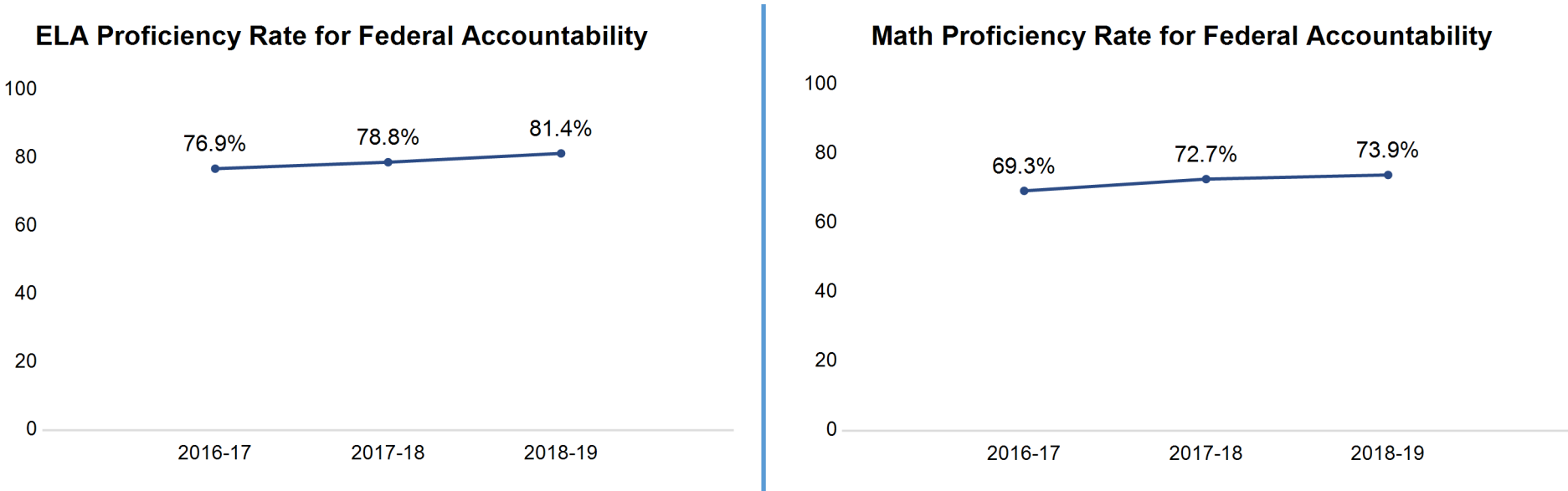| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	47	50	Met Standard	45	50	50	Met Standard
White	56	47	50	Met Standard	47	49	52	Met Standard
Hispanic	*	43.5	49	**	*	53	47	**
Black or African American	*	50	45	**	*	52.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	50	59	**	*	49	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	45.5	49	**	*	59.5	52	**
Female	57	48	53	N	45.5	48	50	N
Male	59	46	47	N	45	53	51	N
Economically Disadvantaged Students	*	47	48	**	*	56	46	**
Students with Disabilities	54.5	46	43	Met Standard	50	58	45	Met Standard
English Learners	N	69	52	**	N	82.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	37.5	49	N	*	46	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Cranberry Pines Elementary
(05-3080-040)
Grades Offered: KG-05
2018-2019

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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 (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 by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

	Low Growth	Typical Growth	High Growth
Level 3	28%	28%	44%
Level 4	15%	46%	39%
Level 5	24%	33%	43%

Math

	Low Growth	Typical Growth	High Growth
Level 2	0%		
Level 3	33%	46%	21%
Level 4	40%	35%	25%
Level 5	43%	36%	21%

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Typical 62	Typical 54			

Math

	Grade 4	Grade 5	Grade 6	Grade 7
	Typical 50.5	Typical 37		

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

76.9% (2016-17), 78.8% (2017-18), 81.4% (2018-19)

Math Proficiency Rate for Federal Accountability

69.3% (2016-17), 72.7% (2017-18), 73.9% (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	97.0%	98.0%	97.4%	97.0%	98.5%
Proficiency Rate for Federal Accountability	76.9%	78.8%	81.4%	69.3%	72.7%	73.9%
Annual Target	73.7%	74.1%	74.4%	57.1%	58.3%	59.5%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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Cranberry Pines Elementary

(05-3080-040)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	199	98.0	81.4	75.7	57.9	81.4	74.4	Met Goal
White	180	97.8	81.7	76.6	66.9	81.7	75.9	Met Goal
Hispanic	*	*	*	64.0	43.9	*	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	84.9	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	74.2	64.4	*	**	**
Female	109	97.3	86.2	82.6	64.8	86.2		
Male	90	98.9	75.6	69.0	51.3	75.6		
Economically Disadvantaged Students	*	*	*	55.3	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	76.9	67.9	*		
Students with Disabilities	41	97.6	53.7	44.8	22.7	53.7	31.8	Met Target
Students without Disabilities	158	98.2	88.6	84.9	65.1	88.6		
English Learners	*	*	*	60.0	29.3	*	**	**
Non-English Learners	*	*	*	75.9	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	68.2	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

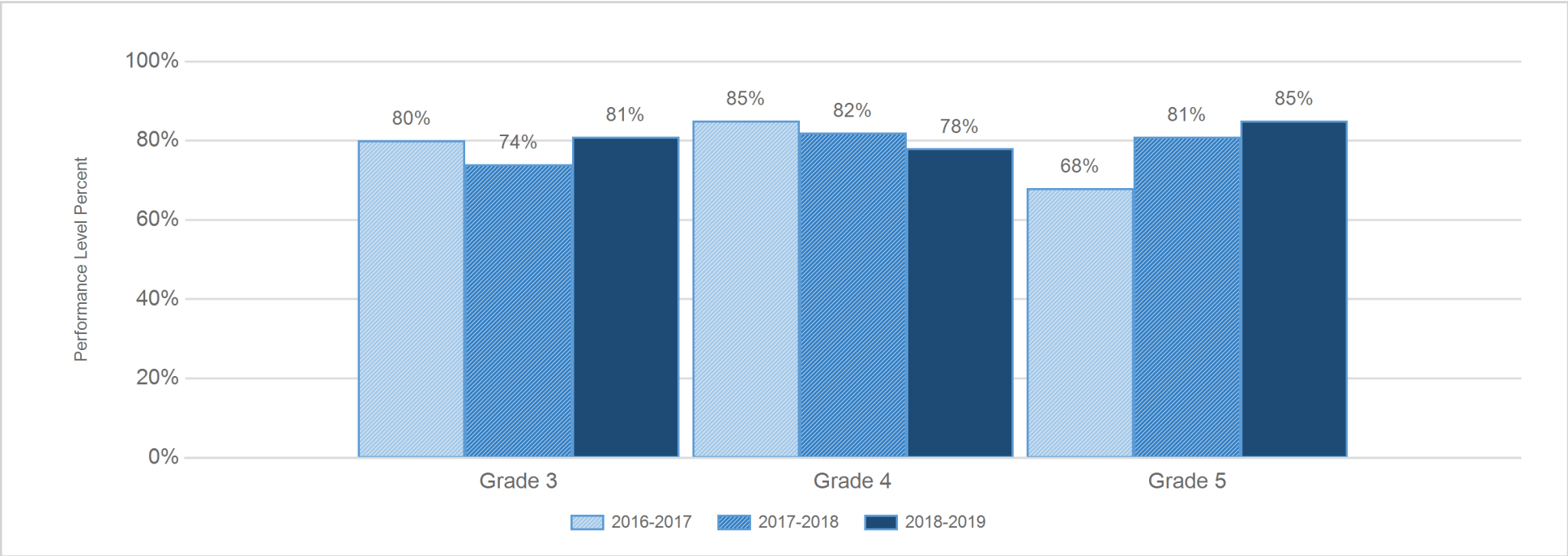**NJ SCHOOL PERFORMANCE REPORT**

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(05-3080-040)
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	80%	74%	81%
Grade 4	85%	82%	78%
Grade 5	68%	81%	85%

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	768	765	748	*	*	*	*	*	81%	50%
White	57	768	767	757	*	*	*	*	*	82%	60%
Hispanic	*	*	750	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	37	772	771	753	*	*	*	*	*	86%	55%
Male	25	761	757	743	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	767	759	*	*	*	*	*	*	61%
Students with Disabilities	16	751	*	719	*	*	*	*	*	56%	24%
Students without Disabilities	46	774	*	754	*	*	*	*	*	89%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	62	768	*	751	*	*	*	*	*	81%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	767	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	776	773	755	0%	*	*	40%	38%	78%	57%
White	64	775	774	763	0%	*	*	41%	36%	77%	67%
Hispanic	*	*	757	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	34	783	781	760	0%	*	*	38%	44%	82%	62%
Male	38	770	766	750	0%	*	*	42%	32%	74%	53%
Economically Disadvantaged Students	*	*	738	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	775	765	*	*	*	*	*	*	69%
Students with Disabilities	17	756	745	725	0%	*	*	*	*	53%	25%
Students without Disabilities	55	782	784	761	0%	*	*	*	*	85%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	72	776	*	758	0%	*	*	40%	38%	78%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	775	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

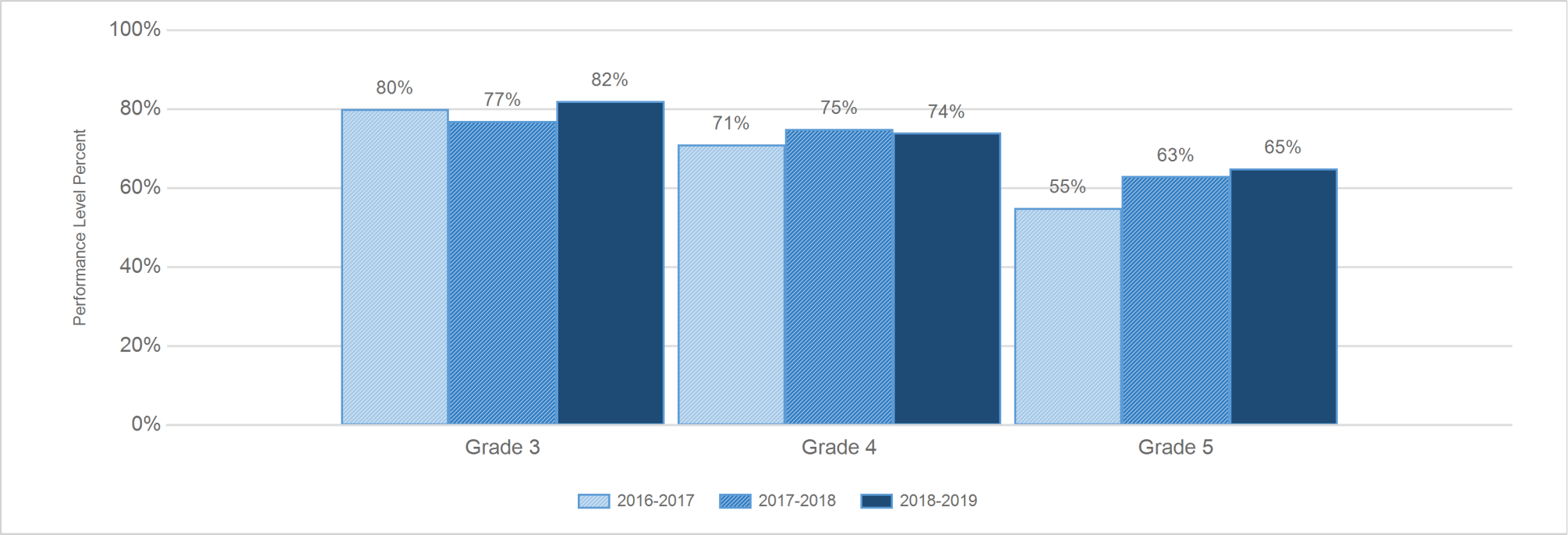| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	779	775	756	0%	*	*	61%	24%	85%	58%
White	59	780	774	764	0%	*	*	64%	22%	86%	68%
Hispanic	*	*	765	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	786	762	*	*	*	*	*	*	65%
Female	37	790	783	761	0%	*	*	*	*	92%	64%
Male	29	766	767	750	0%	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	765	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	775	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	66	779	775	758	0%	*	*	61%	24%	85%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	761	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	199	98.5	73.9	64.6	44.5	73.9	59.5	Met Target
White	180	98.4	73.3	65.6	54.1	73.3	59.3	Met Target
Hispanic	*	*	*	47.4	28.8	*	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	86.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	64.6	53.3	*	**	**
Female	109	98.2	72.5	63.5	44.9	72.5		
Male	90	98.9	75.6	65.7	44.2	75.6		
Economically Disadvantaged Students	*	*	*	38.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.1	54.9	*		
Students with Disabilities	41	97.6	51.2	33.7	17.4	51.2	25.7	Met Target
Students without Disabilities	158	98.8	79.7	73.8	50.0	79.7		
English Learners	*	*	*	55.0	25.0	*	**	**
Non-English Learners	*	*	*	64.7	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	61.4	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

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(05-3080-040)

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2018-2019

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	769	765	752	0%	*	*	58%	24%	82%	55%
White	57	768	766	760	0%	*	*	56%	25%	81%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	37	763	764	751	0%	*	*	*	*	78%	54%
Male	25	777	766	752	0%	*	*	*	*	88%	56%
Economically Disadvantaged Students	*	*	749	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	766	761	*	*	*	*	*	*	67%
Students with Disabilities	16	748	*	731	0%	*	*	*	*	56%	31%
Students without Disabilities	46	776	*	756	0%	*	*	*	*	91%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	62	769	*	754	0%	*	*	58%	24%	82%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	769	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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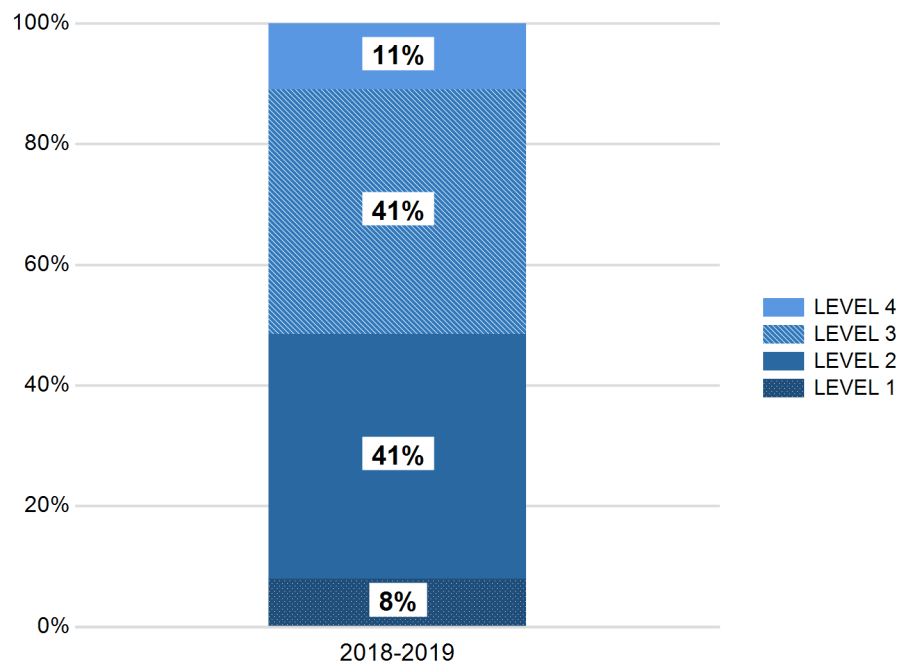- ***** Data is not displayed in order to protect student privacy
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	764	759	749	*	*	19%	*	*	74%	51%
White	64	762	760	757	*	*	20%	*	*	72%	62%
Hispanic	*	*	745	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	34	763	758	749	*	*	*	*	*	74%	50%
Male	38	765	761	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	17	752	742	726	*	*	*	*	*	53%	25%
Students without Disabilities	55	768	766	754	*	*	*	*	*	80%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	72	764	*	751	*	*	19%	*	*	74%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	761	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Cranberry Pines Elementary

(05-3080-040)

Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	66	758	761	747	*	*	26%	*	*	65%	47%
White	59	758	761	755	*	*	24%	*	*	68%	58%
Hispanic	*	*	751	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	771	753	*	*	*	*	*	*	55%
Female	37	759	761	747	*	*	*	*	*	68%	47%
Male	29	757	762	747	*	*	*	*	*	62%	47%
Economically Disadvantaged Students	*	*	754	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	762	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	66	758	*	749	*	*	26%	*	*	65%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	761	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Cranberry Pines Elementary

(05-3080-040)

Grades Offered: KG-05

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
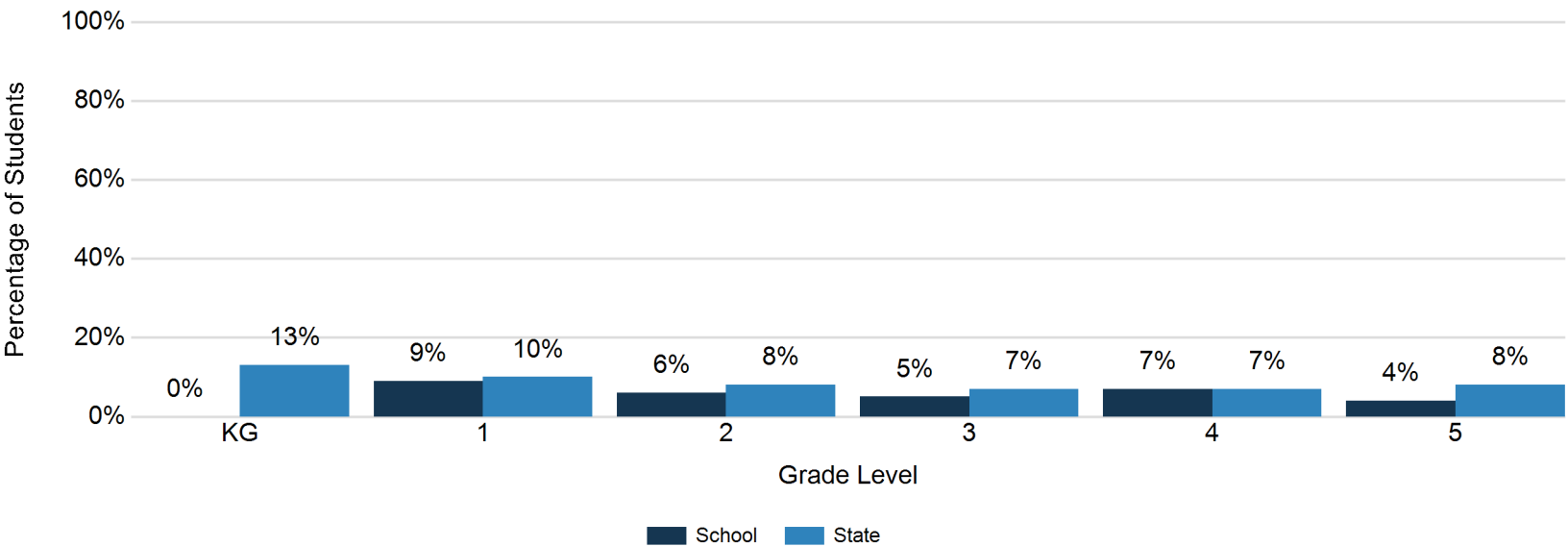 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

 † 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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	8	41	41	11
White	3	44	42	10
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	5	41	38	16
Male	10	41	45	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	8	41	41	11
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Cranberry Pines Elementary
(05-3080-040)
Grades Offered: KG-05
2018-2019

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	22	5.5	8.9	Met
White	17	4.7	8.9	Met
Hispanic	2	16.7	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	4.9		
Male	11	6.3		
Economically Disadvantaged Students	2	16.7	**	**
Students with Disabilities	5	6.7	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

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

Cranberry Pines Elementary

(05-3080-040)

Grades Offered: KG-05

2018-2019

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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.

Grade Level	School	State
KG	0%	13%
1	9%	10%
2	6%	8%
3	5%	7%
4	7%	7%
5	4%	8%

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(05-3080-040)
Grades Offered: KG-05
2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.76

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

Cranberry Pines Elementary

(05-3080-040)

Grades Offered: KG-05

2018-2019

Report Key:
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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	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

Cranberry Pines Elementary
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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	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	93.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	11.2	16.0
Average years experience in district	11.2	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

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	14:1	12:1
Students to Administrators	396:1	178:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		382:1
Students to Counselors		334:1
Students to Child Study Team Members		223:1

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Key terms for staff data:
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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.3%	86.2%	0.0%	48.4%	77.1%	54.9%
Male	44.7%	13.8%	100.0%	51.6%	22.9%	45.1%
White	91.4%	93.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	6.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%

Cranberry Pines Elementary

(05-3080-040)

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2018-2019

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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 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.

Bachelor's Degree

Teacher   59%

Admin   N/A

Master's Degree

Teacher   41%

Admin   100%

Doctoral Degree

Teacher   0%

Admin   0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.3%	87.9%

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
2018-19	97.3%

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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Cranberry Pines Elementary

(05-3080-040)

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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.9%	78.8%	81.4%
Math Proficiency	69.3%	72.7%	73.9%
ELA Growth	46	53	58
Math Growth	52	43	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	2.6%	4.4%	5.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Cranberry Pines Elementary

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2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

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(05-3080-040)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

Cranberry Pines Elementary
(05-3080-040)
Grades Offered: KG-05
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

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 the school or district directly.

Highlights:

- Cranberry Pines' literacy program focuses on Reading/Writing Workshop and Word Study. We virtually connect to our families through bedtime stories read by staff over social media on a weekly basis.

- Students in second through fifth grade each have their own chromebooks to support daily instruction.

- Students receive a well-rounded educational experience through participation in Band, Chorus, and STEM classes. Students engage in curriculum embedded, interdisciplinary projects.

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, our Friday school song singers, and our student recognition programs including Safety Patrol and Peer Mediators, our day remains focused on helping each child to reach their potential.

Awards, Recognition, Accomplishments:

Students and staff are encouraged to participate in weekly and monthly kindness challenges. We celebrate all acts of kindness small and large with our learning community.

Cranberry Pines Elementary

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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. Our fifth grade is departmentalized in order to maximize teacher specialties to benefit our students. 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 include offerings such as Running Club, Lego Club, Harry Potter Club, STEM/STEAM Club, and Japanese Culture Club. Students also have the opportunity to be a Safety Officer and/or Peer Mediator.

Cranberry Pines Elementary

(05-3080-040)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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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, including cohorts and ed-camps, are held several times per year to ensure continuity between schools, provide staff with the latest revisions to the curriculum, and address the social and emotional needs of our students. Building based professional development occurs throughout the year to reinforce newly adopted intitatives. Faculty Meetings and Grade Level Meetings are also held monthly in order to provide on-the-spot, responsive PD, ensure pacing, as well as review the scope and sequence of curriculum units. Finally, staff members participate in Rumble Meetings once a month with varying, self-chosen groups of colleagues working on diverse projects, brainstorming challenging issues, and diving deeper into the curriculum.

Cranberry Pines Elementary

(05-3080-040)

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2018-2019

NJ SCHOOL PERFORMANCE REPORT

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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, mindfulness, yoga, and the Cougar Running Program provide students with movement opportunities on a regular basis. We currently have a Rumble group planning the implementation of a Sensory Hallway at Cranberry Pines.
Parent and Community Involvement:	Many parents volunteer at CP throughout the year. The dedication of families is evidence of the important role our community has in growing well rounded students. Our HSA representatives and Parent Advisory Council play a key role in through fundraising efforts as well as planning and organizing school events. Additionally, the Medford Education Foundation continues to support vital initiatives that otherwise would not be possible. A parent committee will support the updating of our gym as well as creating a 40th anniversary banner. Our social media sites are regularly flooded with pictures and videos from our school activities and events, and sometimes live feeds, in which families can interact. We hold parent nights to discuss issues of interest including safety and security at our school. We schedule monthly Family Nights at Cranberry Pines to help foster a sense of community including a school-wide picnic, pumpkin carving night, and bedtime story night.

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	Facilities:	Our school was outfitted with LED lighting. These lights not only make 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. Teachers are being provided Interactive Flat Panels as needed in their classrooms. We have security cameras being replaced with newer, enhanced models. Finally, teachers of all grade levels and specialty are receiving flexible seating to provide movement for our students to help them maximize their learning experiences.
	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.

Cranberry Pines Elementary

(05-3080-040)

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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 Interactive Flat Panels 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, supportive, and inclusive. 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, coordinates conflict resolution to empower our students, counsels students when needed, and facilitates collaboration and communication between children. We encourage you to visit Facebook, Twitter, or our Website to learn more about our wonderful school!