NJ SCHOOL PERFORMANCE REPORT

CAMBRIDGE PARK ELEMENTARY SCHOOL
(25-3040-040)
Grades Offered: PK-PK
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MATAWAN-ABERDEEN REGIONAL
Principal Name	
Address	ONE CREST WAY ABERDEEN, NJ 07747
Phone Number	(732)705-4000
Email Address	
Website	https://www.marsd.org/site/Default.aspx?PageID=9130
Facebook	https://www.facebook.com/cambridgeparkpreschool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	95	97	98
Total	96	97	98

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	32.3%	35.1%	28.6%
Male	67.7%	64.9%	71.4%
Economically Disadvantaged Students	28.1%	18.6%	28.6%
Students with Disabilities	53.1%	63.9%	65.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	1.0%
Students in Foster Care		3.1%	2.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	65.6%	63.9%	59.2%
Hispanic	16.7%	19.6%	19.4%
Black or African American	7.3%	3.1%	6.1%
Asian	8.3%	6.2%	6.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	2.1%	3.1%
Two or More Races	2.1%	5.2%	6.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	95	97	19
PK - Full Day	0	0	79

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	93.9%
Spanish	4.1%
Tigrinya	1.0%
Elamite	1.0%

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

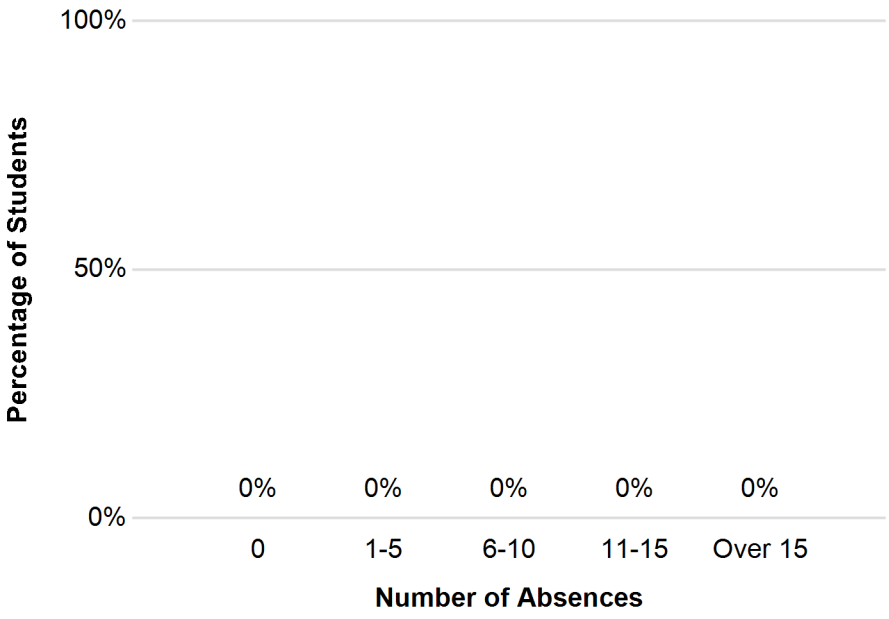
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0

Days Absent

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



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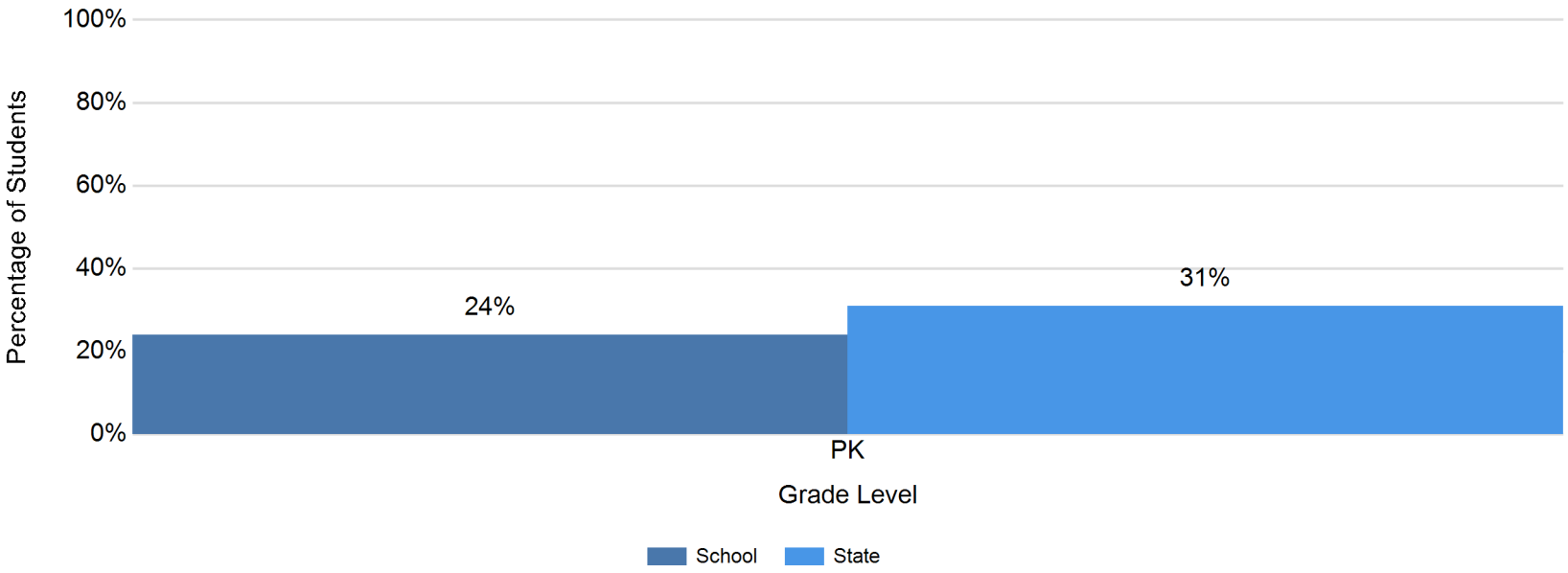
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	2:35 PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	4 Hrs 37 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$375	$15,391	$15,766

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	6	117,464
Average years experience in public schools	6.5	12.0
Average years experience in district	6.5	10.7
Teachers in district for 4 or more years	50.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,374
Average years experience in public schools	9.6	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	71.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	11:1
Students to Administrators	49:1	176:1
Teachers to Administrators	3:1	16:1
Students to Librarians/Media Specialists		741:1
Students to Nurses		529:1
Students to Counselors		309:1
Students to Child Study Team		265:1

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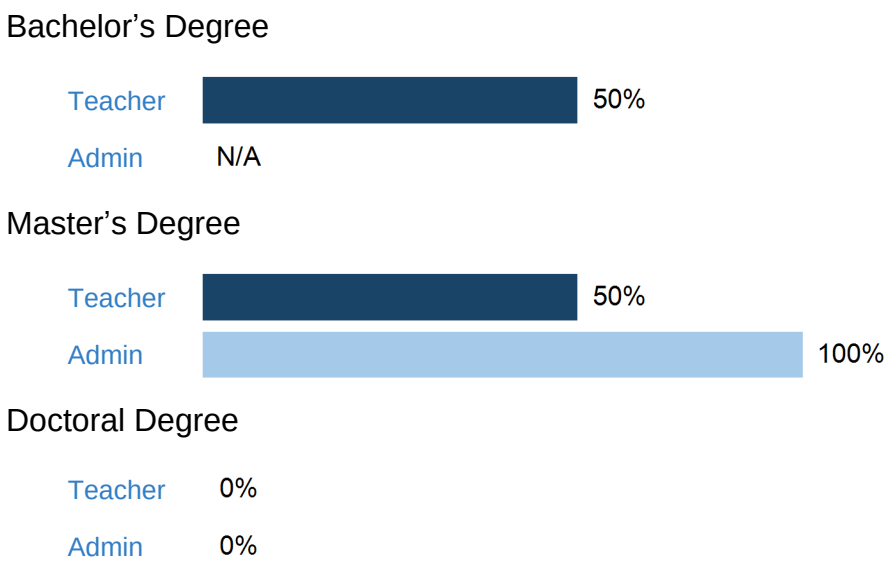
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	50.0%
Male	0.0%	50.0%
White	100.0%	50.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Mission, Vision, Theme:	Cambridge Park Preschool's mission is to offer inclusive classroom communities which provide purposeful opportunities for students with and without disabilities to interact with peers. We aim to utilize meaningful data to drive instruction and meet individual students' varying needs. Our goal is to provide our students with a strong social emotional foundation to begin their academic careers.
Awards, Recognition, Accomplishments:	Students in our full day program receive bi-weekly music enrichment and daily STEAM class. All teachers are dual certified in Elementary/Preschool and Special Education.

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Courses, Curriculum, Instruction:	Students explore pre-academic concepts, develop strong social emotional skills and to learn pre-reading and early mathematics skills using the HighScope Curriculum. The HighScope Preschool Curriculum is based on the principles of active learning and support of a child's positive interactions with adults and peers, promoting independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children. HighScope is supplemented with Preschool Foundations is used to support students' emerging understanding of the alphabetic principles of letter-sound associations and alphabetical order, and the written language skill of manuscript letter formation. Self-contained classrooms use a significantly modified based on student need as indicated in his/her IEP. Development of students' functional, adaptive communication, motor, and social skills are also addressed in self-contained instructional settings.

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Before and After School Programs:	The Community YMCA offers a Preschool Enrichment Program (PEP) to wrap around the District's Cambridge Park Preschool Program. This tuition-based program is held at the Cambridge Park Preschool, and complements and reinforces the themes and skills taught during the school day. Tuition is based on 180 days of school and for your convenience, is broken down into 10 equal MONTHLY payments.
Staff and Professional Learning:	All staff has daily common planning time after students leave for the day which is utilized to focus on helping each student succeed to the best of his or her potential. Bi-monthly meetings with administration are focused on topics such as improving instructional strategies, utilizing data to drive practice, and increasing students' social emotional skills. Staff is encouraged to attend professional development opportunities as an additional means for growing professionally and enhancing practice.

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Student Supports and Services:	All tuition students are administered the Early Screening Inventory-Revised (ESI-R) to provide educators with an overview of each child's development. The results from this screening help identify students who may need extra support with school based activities. The preschool's intervention and referral team (PIRT) provides support and suggested interventions to teachers who have students who have been identified as struggling learners so that all children can succeed within the general education classroom.
Student Health and Wellness:	Students receive at least 25 minutes of gross motor time twice daily. The indoor gymnasium is available for use when the weather doesn't permit students to use the outside playground.
Parent and Community Involvement:	Parents and volunteers are encouraged to help in our classrooms and assist teachers with various activities. Cambridge Park's PTO is active in the school and raises funds to enhance learning activities, enable students to attend class trips, and sponsors cultural arts programs throughout the year.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	The school recently completed a HVAC renovation that upgraded our heating system and installed air conditioning in every classroom. Classrooms received new furniture this year. The playground was built in 2016.
School Safety:	All visitors must have an appointment to enter the building. Guests must show proper identification to be buzzed through double security doors. Preschool classrooms are behind an additional security door that is accessible only by district staff. Safety drills are held twice a month per code.

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Technology and STEM:	All full day students receive a period of STEAM instruction daily. The program's aim is to help children build crotons thinking skills and theories about the world around them through play and exploration. Students will investigate, create, and problem solve when provided with learning opportunities and materials that support exploration and discovery. Students will try to figure out just how the world works by observing, forming questions, making predictions, designing, and discussing. Simple technologies are used to discover causes and effects. Students will design, craft and build to understand his things work. Children will develop self expression by engaging in a wide variety of creative, student-centered activities such as art, music, pretend play, and sensory exploration.
Early Childhood Education:	Cambridge Park Preschool serves students ages 3-5.