NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL SCHOOL
(03-4410-030)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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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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	BERGEN
District	RIVER EDGE BORO
Principal Name	MS. HEITMAN
Address	410 BOGERT RD RIVER EDGE, NJ 07661-1813
Phone Number	(201)261-3405
Email Address	HEITMAND@RIVEREDGESCHOOLS.ORG
Website	http://www.riveredgeschools.org/cherryhillschool.html
Facebook	https://www.facebook.com/pages/Cherry-Hill-Elementary-School/488461767957536
Twitter	https://twitter.com/CherryHillSch

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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	37	40	40
KG	83	96	102
1	102	86	104
2	76	111	94
3	98	79	116
4	83	97	78
5	107	86	96
6	95	103	89
Total	681	698	719

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	46.4%	44.6%	44.5%
Male	53.6%	55.4%	55.5%
Economically Disadvantaged Students	0.6%	0.0%	0.0%
Students with Disabilities	17.3%	17.6%	18.2%
English Learners	15.1%	15.5%	14.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
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	48.6%	46.1%	41.9%
Hispanic	7.8%	8.5%	10.2%
Black or African American	1.8%	2.1%	2.2%
Asian	39.2%	40.5%	41.7%
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	2.6%	2.7%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	37	38	38
PK - Full Day	0	2	2
KG - Half Day	0	0	0
KG - Full Day	83	96	102

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	57.0%
Korean	16.8%
Chinese	4.7%
Spanish	4.7%
Russian	2.1%
Other Languages	14.6%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	62	62	50	Exceeds Standard	59	64	50	Met Standard
White	56.5	58	50	Met Standard	53	59	51	Met Standard
Hispanic	65	54.5	49	Exceeds Standard	57	62	48	Met Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	68.5	70	61	Exceeds Standard	67	69	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	70	49	**	*	83	51	**
Economically Disadvantaged	N	N	48	**	N	N	47	**
Students with Disabilities	70	50	41	Exceeds Standard	54	56	43	Met Standard
English Learners	*	*	54	**	*	*	51	**

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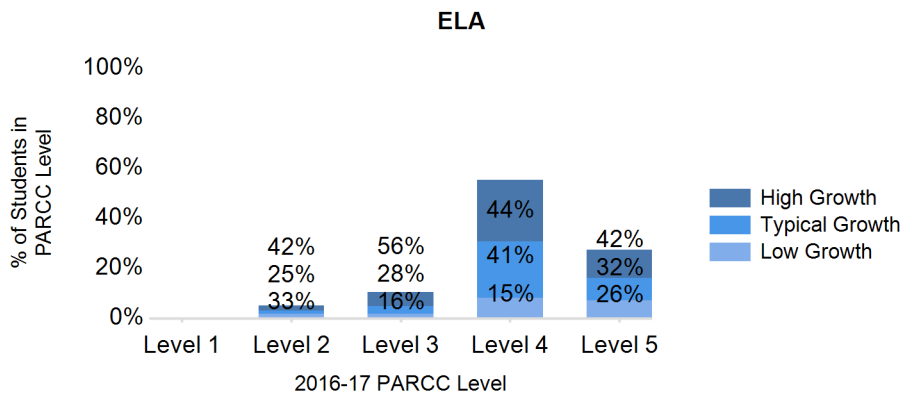
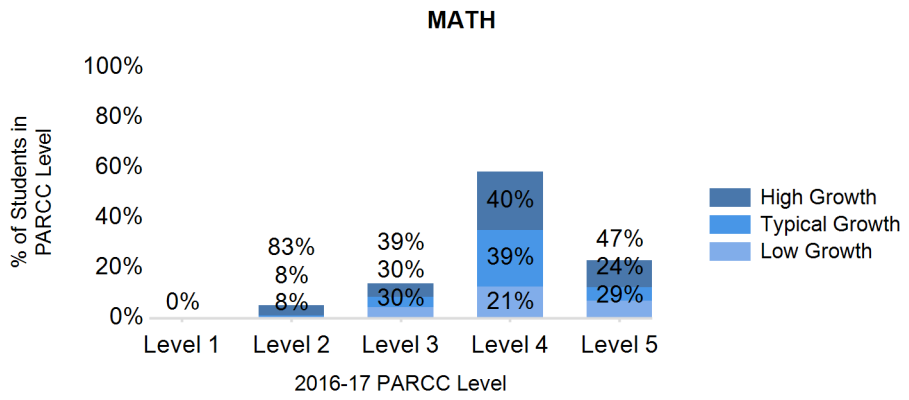
Student Growth by Performance Level

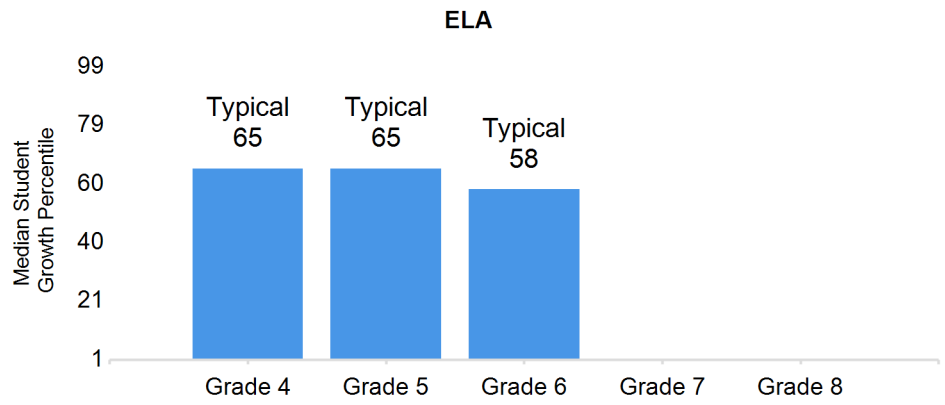
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

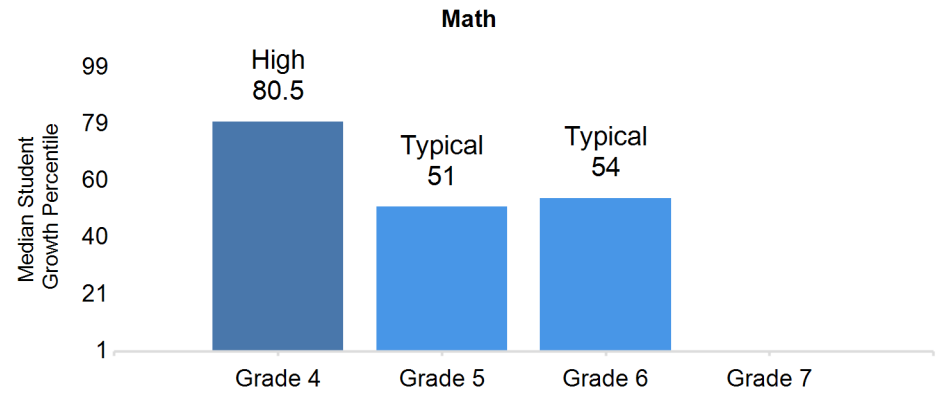




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	369	98.9	82.7	83.4	56.7	82.7	80	Met Goal
White	153	97.5	79.1	81.1	65.6	79.1	77.9	Met Target
Hispanic	34	100.0	73.5	69.4	42.5	73.5	75.2	Met Target†
Black or African American	*	*	*	80.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	161	100.0	88.2	89.7	82.3	88.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	87.0	63.4	*	**	**
Female	174	99.4	91.4	90.0	64.5	91.4		
Male	195	98.5	74.9	77.5	49.4	74.9		
Economically Disadvantaged Students	N	N	N	N	38.5	N	**	**
Non-Economically Disadvantaged Students	369	98.9	82.7	83.4	67.5	82.7		
Students with Disabilities	58	98.3	39.6	46.8	21.6	39.6	46.8	Met Target†
Students without Disabilities	311	99.1	90.7	89.5	63.9	90.7		
English Learners	19	100.0	52.6	*	27.3	52.6	**	**
Non-English Learners	350	98.9	84.3	*	59.4	84.3		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	779	776	750	0%	*	16%	*	*	79%	52%
White	45	779	774	759	0%	*	*	*	*	80%	61%
Hispanic	10	756	*	736	0%	*	*	*	*	60%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	51	784	*	777	0%	*	*	*	*	82%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	54	784	780	756	0%	*	*	*	*	89%	57%
Male	60	775	773	744	0%	*	*	*	*	70%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	114	779	776	762	0%	*	16%	*	*	79%	64%
Students with Disabilities	10	741	749	719	0%	*	*	*	*	30%	24%
Students without Disabilities	104	782	780	756	0%	*	*	*	*	84%	57%
English Learners	12	749	*	712	0%	*	*	*	*	42%	15%
Non-English Learners	102	782	*	753	0%	*	*	*	*	83%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	778	780	756	*	*	*	37%	43%	80%	58%
White	38	770	774	764	*	*	*	39%	34%	74%	68%
Hispanic	*	*	766	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	28	797	791	782	0%	0%	*	*	*	96%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	29	787	784	762	*	*	*	34%	48%	83%	63%
Male	46	773	777	751	*	*	*	39%	39%	78%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	75	778	780	767	*	*	*	37%	43%	80%	70%
Students with Disabilities	15	740	*	726	*	*	*	*	*	40%	25%
Students without Disabilities	60	788	*	762	*	*	*	*	*	90%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	75	778	*	759	*	*	*	37%	43%	80%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	786	782	755	0%	*	*	60%	30%	90%	58%
White	32	782	779	763	0%	*	*	*	*	81%	68%
Hispanic	*	*	768	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	47	792	791	780	0%	0%	*	*	*	96%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	51	793	790	762	0%	*	*	*	*	98%	66%
Male	41	777	773	749	0%	*	*	*	*	80%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	92	786	782	766	0%	*	*	60%	30%	90%	71%
Students with Disabilities	11	750	*	724	0%	*	*	*	*	45%	22%
Students without Disabilities	81	791	*	762	0%	*	*	*	*	96%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	780	778	754	0%	*	*	51%	36%	86%	56%
White	35	773	774	761	0%	*	*	*	*	83%	66%
Hispanic	*	*	763	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	33	789	*	779	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	40	787	784	761	0%	*	*	*	*	93%	64%
Male	41	773	774	748	0%	*	*	*	*	80%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	13	748	*	723	0%	*	*	*	*	38%	18%
Students without Disabilities	68	786	*	760	0%	*	*	*	*	96%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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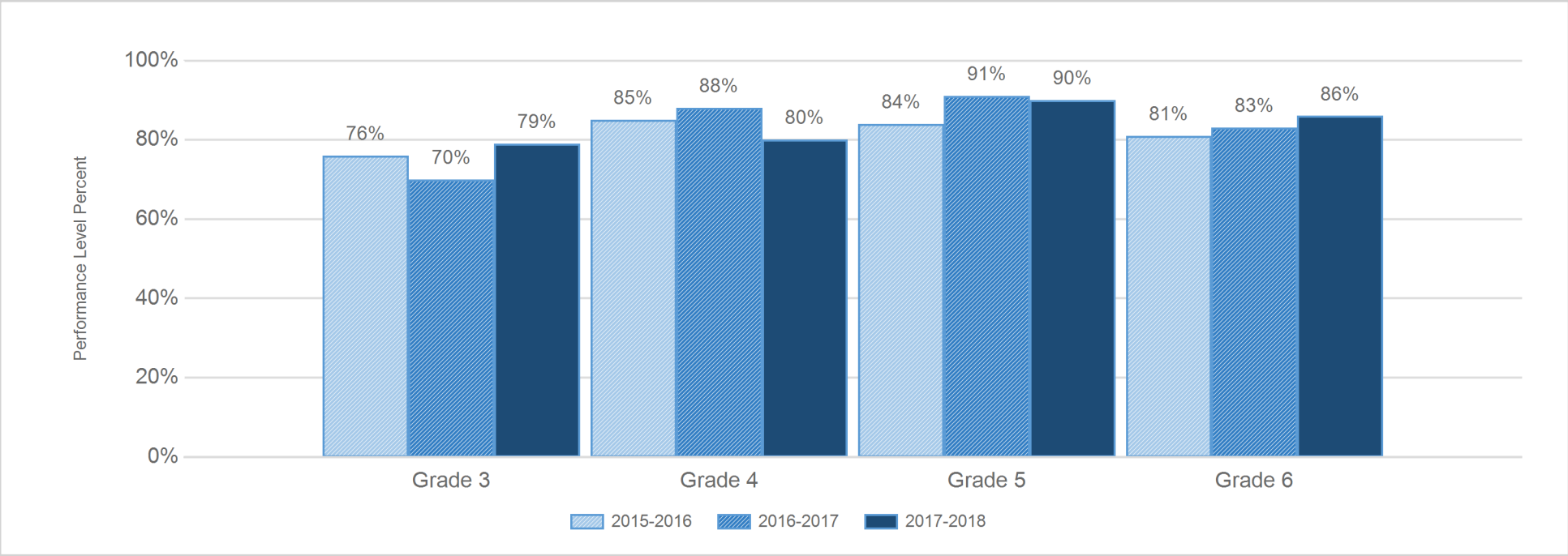
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	371	98.9	82.2	79.6	45.0	82.2	80	Met Goal
White	153	97.5	74.5	73.4	54.1	74.5	80	Met Target†
Hispanic	34	100.0	55.9	56.7	29.2	55.9	53.8	Met Target
Black or African American	*	*	*	80.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	163	100.0	94.5	92.6	77.0	94.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	87.0	53.0	*	**	**
Female	175	99.4	83.5	81.4	46.0	83.5		
Male	196	98.5	81.1	77.9	43.9	81.1		
Economically Disadvantaged Students	N	N	N	N	26.6	N	**	**
Non-Economically Disadvantaged Students	371	98.9	82.2	79.6	55.9	82.2		
Students with Disabilities	58	98.3	53.4	53.2	17.1	53.4	56.1	Met Target†
Students without Disabilities	313	99.1	87.6	84.0	50.5	87.6		
English Learners	21	100.0	81.0	*	24.6	81.0	78	Met Goal
Non-English Learners	350	98.9	82.3	*	46.9	82.3		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL SCHOOL
(03-4410-030)
Grades Offered: PK-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	779	775	752	0%	*	*	53%	32%	85%	53%
White	45	776	771	760	0%	*	*	44%	36%	80%	64%
Hispanic	10	763	*	739	0%	0%	*	*	*	70%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	51	784	*	780	0%	*	*	61%	31%	92%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	777	773	752	0%	*	*	52%	30%	81%	53%
Male	60	781	777	751	0%	*	*	53%	35%	88%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	114	779	775	762	0%	*	*	53%	32%	85%	66%
Students with Disabilities	10	766	762	730	0%	*	*	*	*	80%	29%
Students without Disabilities	104	780	777	756	0%	*	*	*	*	86%	57%
English Learners	12	766	*	726	0%	*	*	*	*	83%	23%
Non-English Learners	102	780	*	754	0%	*	*	*	*	85%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL SCHOOL
(03-4410-030)
Grades Offered: PK-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	773	773	748	0%	*	*	68%	16%	84%	49%
White	38	766	769	755	0%	*	*	*	*	76%	60%
Hispanic	*	*	759	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	28	787	783	774	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	29	776	772	748	0%	*	*	*	*	83%	50%
Male	46	771	774	748	0%	*	*	*	*	85%	49%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	75	773	773	758	0%	*	*	68%	16%	84%	62%
Students with Disabilities	15	752	*	725	0%	*	*	*	*	60%	22%
Students without Disabilities	60	778	*	753	0%	*	*	*	*	90%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	75	773	*	750	0%	*	*	68%	16%	84%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(03-4410-030)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	774	772	748	*	*	14%	54%	28%	82%	49%
White	32	771	768	756	0%	*	*	*	*	69%	60%
Hispanic	*	*	750	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	48	782	784	777	*	0%	0%	*	*	98%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	51	776	775	749	*	*	*	63%	25%	88%	50%
Male	42	773	770	747	*	*	*	43%	31%	74%	48%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	93	774	772	758	*	*	14%	54%	28%	82%	62%
Students with Disabilities	11	750	*	726	*	*	*	*	*	45%	20%
Students without Disabilities	82	778	*	752	*	*	*	*	*	87%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	82	771	769	744	0%	*	*	59%	24%	83%	44%
White	35	765	765	751	0%	*	*	*	*	77%	54%
Hispanic	*	*	756	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	34	781	*	771	0%	0%	*	*	*	94%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	41	771	769	745	0%	*	*	61%	24%	85%	45%
Male	41	770	770	742	0%	*	*	56%	24%	80%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	13	752	*	717	0%	*	*	*	*	46%	13%
Students without Disabilities	69	775	*	748	0%	*	*	*	*	90%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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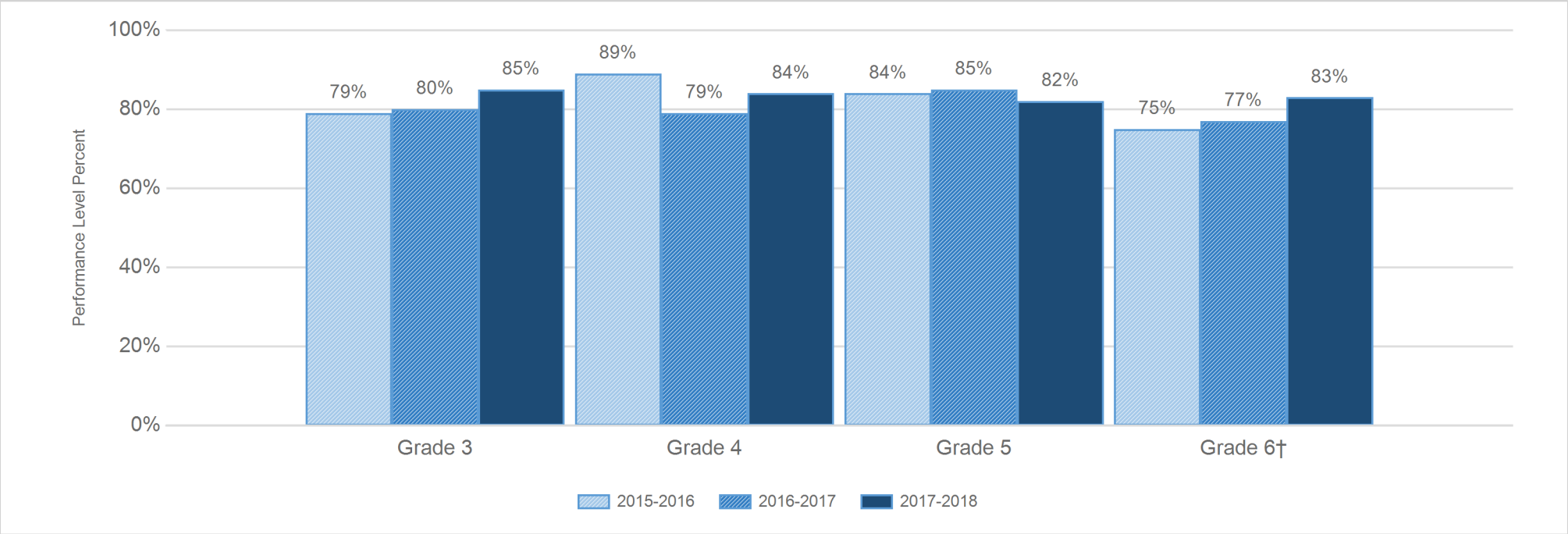
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	82.5%	46.8%	Exceeds

† 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	81	72.8%	27.2%
3-4	18	61.1%	38.9%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

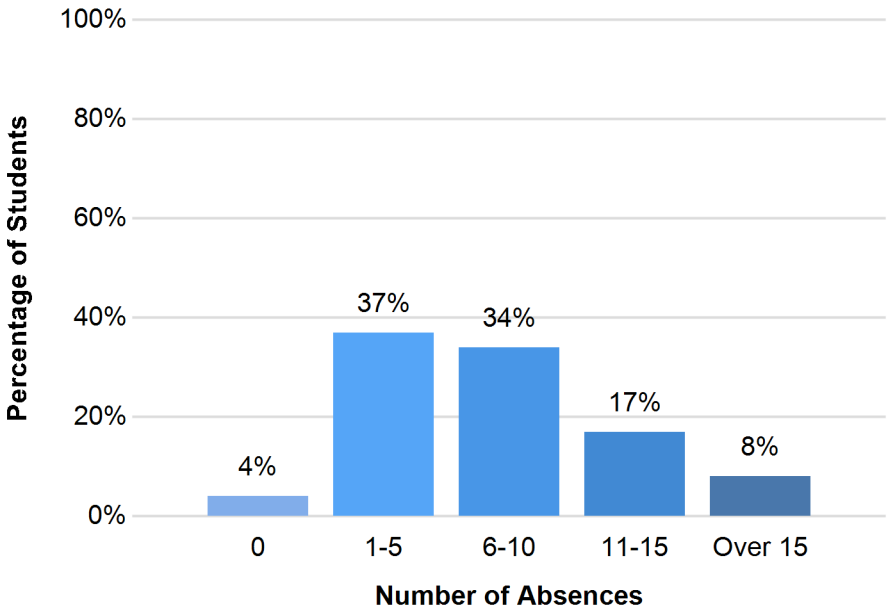
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	20	3.0	8.9	Met
White	9	3.2	8.9	Met
Hispanic	4	5.8	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	7	2.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	7	7.4	8.9	Met
English Learners	5	4.7	8.9	Met

Days Absent

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



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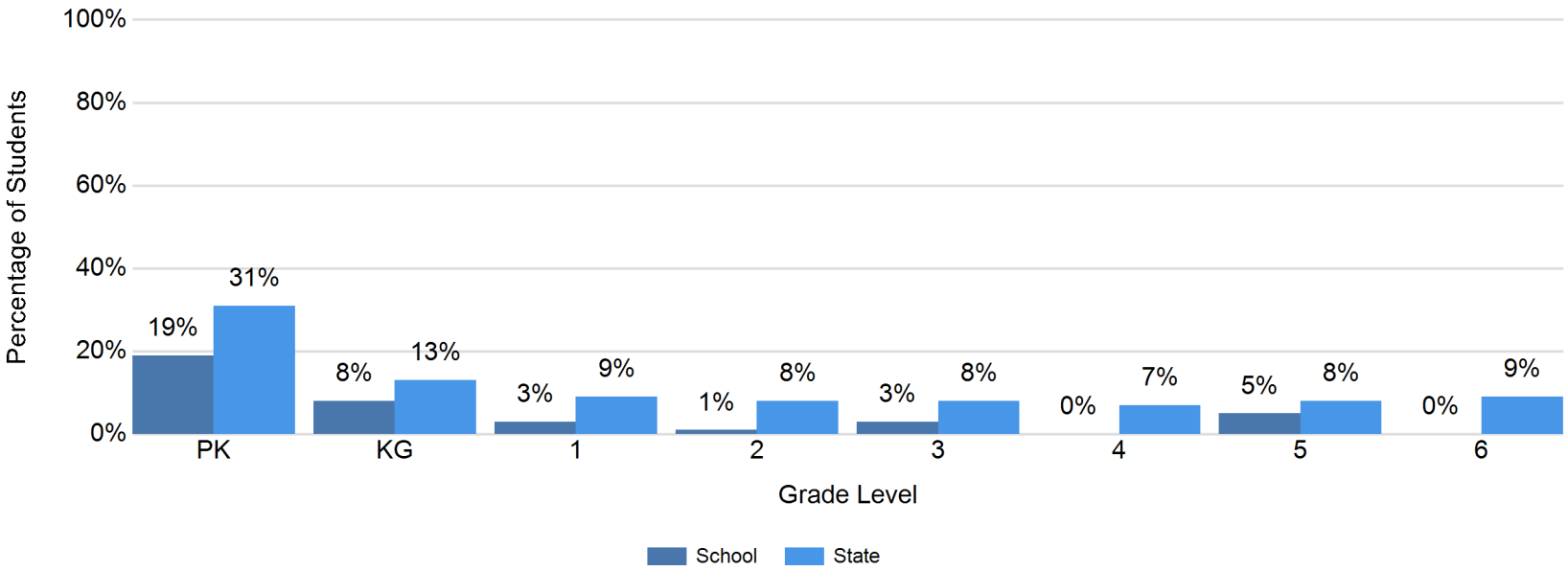
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

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	1	1
Sexual Orientation	0	1	1
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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	5 Hrs. 43 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$454	$13,376	$13,830

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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	66	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	6.8	10.7
Teachers in district for 4 or more years	59.1%	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	10	9,374
Average years experience in public schools	15.9	16.0
Average years experience in district	7.1	12.0
Administrators in district for 4 or more years	70.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	240:1	121:1
Teachers to Administrators	22:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		1208:1
Students to Counselors		1208:1
Students to Child Study Team		242:1

NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL SCHOOL
(03-4410-030)
Grades Offered: PK-06
2017-2018

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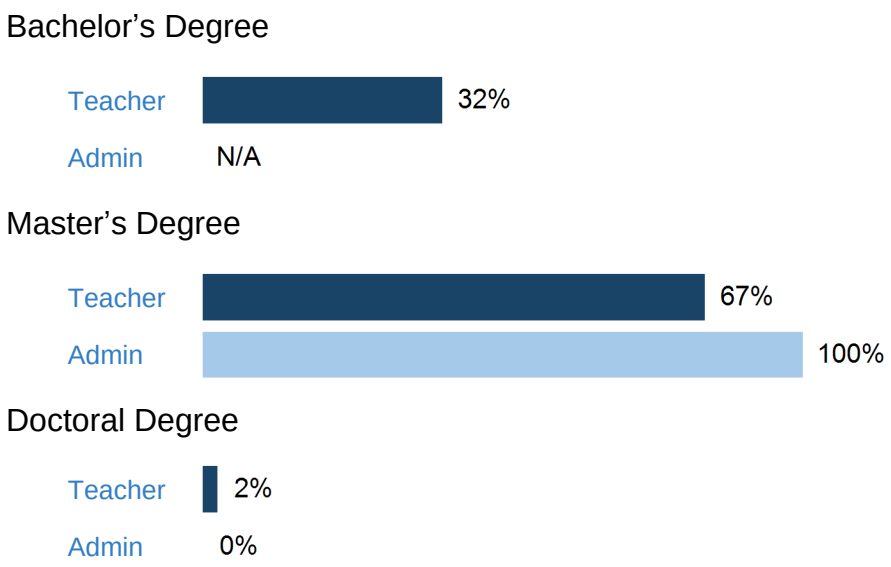
Teachers and Administrators - Level of Education

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	91.7%	90.2%
2016-17 Administrators: Same district 2017-18	77.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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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	93.9%	100.0%
Male	6.1%	0.0%
White	90.9%	100.0%
Hispanic	3.0%	0.0%
Black or African American	0.0%	0.0%
Asian	6.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	88.45	15.0%
Mathematics Proficiency	96.39	15.0%
English Language Arts Growth	88.92	20.0%
Mathematics Growth	75.37	20.0%
Progress Towards English Language Proficiency	96.60	20.0%
Chronic Absenteeism	87.47	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	88.65	n/a
Summative Rating: Percentile Rank of Summative Score	97.22	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	74.41	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	86.90	14.08	No	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	72.19	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	88.58	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	Met Goal	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• One to One technology initiative in K through Grade Six • The CHS Student Council hosts a community based Arbor Day Celebration. Third graders create a special performance in this school-wide event. • Our CHS Dance Troupe of sixth grade students become choreographers, create and perform their own routine. They celebrate at our Winter and Spring concerts for students and parents.
Mission, Vision, Theme:	Cherry Hill is committed to recognize, appreciate, and respond to diversity of our students by creating a supportive environment with high standards. Students and teachers are provided with resources and an environment which facilitates learning. An optimum level of physical and emotional health for staff and students is encouraged. Open communication and interaction among staff, students and families creates lifelong learners. Staff model and foster an awareness for students' cultural differences.
Awards, Recognition, Accomplishments:	Cherry Hill and New Bridge Center traditionally recognize Teachers of the Year in each building. Feedback is received from students, parents and staff. We have received the Bergen County Utility Authority Grant for recycling along with the Terra Cycle enrichment program for our second graders.Two students, have been state finalists in the Zaner Bloser Handwriting Competition.It is the second consecutive year our school has been recognized by Zaner Bloser.Students are recognized for their acts of kindness once a month and are rewarded with a small token for their kindness to others. These students can be recognized by teachers or students. Cherry Hill pride shines through our students.

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Courses, Curriculum, Instruction:	Each subject's rigorous curriculum is based on alignment to the New Jersey Student Learning Standards. Innovative programs and meaningful use of technology foster advantages for our students to experience an outstanding education. Spanish language, culture, and geography are taught to all students beginning in grade two. Our enrichment program is designed to offer activities and resources in multiple content areas. Various differentiation models are used to support our curricula.
Clubs and Activities:	Cherry Hill offers clubs and activities for our students. All clubs take place before or during the school day. The following are examples of our many clubs and activities at Cherry Hill:Student Council, Safety Patrol, Big Buddies, Bridge Buddies, Newcomer Group,Dance Troupe, For Kids Only, Artistically Talented, Orff Ensemble, Chorus, and Ambassadors

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Before and After School Programs:	Cherry HIll School partners with the River Edge Extended Day Care Program to ensure all students are supervised before and after school. The Post-Dismissal Instructional Academy runs once a week to target specific skill deficits of students. There are two cycles for Language Arts and two for Mathematics each running for eight weeks.
Staff and Professional Learning:	Our staff is represented by a group of professionals who possess a broad range of backgrounds and experiences, creating a rich foundation for our students. They meet together regularly to discuss curriculum and program offerings. An ongoing staff development program reflects new curriculum initiatives to ensure that new ideas and materials are implemented effectively. We have forged a partnership with Liberty Science Center. This partnership continues to enhance teaching and learning with STEAM projects.

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Student Supports and Services:	Response To Intervention targeting specific skill groups: Academic Support following an in class and pull out model; NJTSS to support reading in primary grades; ESL teachers provide small group instruction for English Language Learners; Intervention and Referral Services; Pupil Assistance counselors provide school related counseling, social skill groups, character education;Post Dismissal Instructional Academy; Speech and Language related services; Occupational Therapy; Physical Therapy; Instructional assistants; Resource center replacement classes
Student Health and Wellness:	Nutrition policy and practice;School counseling; Lunch bunch and social groups; Classroom Lessons on Diabetes and Allergy awareness; 5th and 6th Grade Health Fair; Buddy Bench; Mindfulness and brain breaks; Flexible Seating; Suicide Prevention Professional Development; Affiliation with Mental Health Agency-Care Plus-Clinical Social Worker in school 2 days per week
Parent and Community Involvement:	Cherry Hill students and staff are fortunate to benefit from our parent and community organizations in many areas. These groups include: Our Parent Teacher Organization, RE Education Foundation, RE Police Department,RE Town Council, and RE Fire Department. In addition, we offer a variety of parent evenings addressing the following topics: Mathematics, Literacy, Technology, ELL support, IEP development, social skills, anxiety, and State Standardized testing.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	The original Cherry Hill School building was erected in 1948 with the most recent addition in 2007, expanding with the Annex, New Bridge Center. Cherry Hill School has a media center, a gymnasium, two multi-purpose rooms, an art room, music room, band room, two nurse's offices, an occupational therapy room, and a STEAM Lab. The campus also houses self-contained special education Classrooms, the Child Study Team Suite, and offices for the Board of Education.
School Safety:	Keeping students and staff safe is the number one priority. All State regulations and guidelines are implemented. Emergency preparedness plans have been developed, are up-to-date, and continuously reviewed. Administration and staff consistently drill and review safety protocols to ensure the well being for all. Cherry Hill school enjoys a positive relationship with the River Edge Police Department.

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Technology and STEM:	Cherry Hill School offers each child in grades Kindergarten through six their own device. This enhances the educational opportunities to integrate meaningful technology within each classroom. We have two specialized technology coaches focused on k -2 and 3-6 grade levels. Each participate in modeling lessons in the classroom and offer professional development in technology programs such as the Google Suite, STEAM technology ,online subscriptions supporting the NJSLS Technology Standards, and technology enhanced standardized assessments. The school has a reinvented STEAM Lab offering state of the art 3D printing, Lego boards, Maker space, and electronic resources to support the Engineering and Design Process. Liberty Science Center teams with our teachers and students to offer exploration, creativity, and authentic science investigation utilizing our STEAM lab.
Early Childhood Education:	The River Edge School District offers a general education Pre-K3 class three days per week from 9-11:15 AM and a Pre-K4 class four days per week from 12:15-2:30 PM. General Education students pay tuition while students with IEP's attend at no cost. Class size is up to 16 students with a teacher and three assistants. There is a waiting list. The District also offers a full day program for Students with Preschool Disabilities. It is an 11 month program , utilizing the principles of ABA, and is offered daily from 8:30AM-2:30 PM.

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Other Information:	Cherry Hill School fosters a setting of mutual respect for one another. We continue our tradition of high expectations and offer many diversified programs. Authentic learning and differentiation models take place to support the 21st century competencies. Students are challenged with opportunities in our C.R.E.A.T.E.,Children of River Edge in Academically Talented Education, program for Science, ELA, Math and Odyssey of the Mind. Students are invited to participate in chorus, band, dance and art groups. We use age-appropriate literature to teach diversity and tolerance. Cherry Hill School uses a proactive approach to support the Harassment, Intimidation and Bullying mandate for the students, staff, and parent communities. The developmental progress of the whole child is addressed through a spectrum of academic, social, and emotional programs led by our Pupil Assistance Counselor and River Edge Police Department. Our school celebrates diversity, good citizenship, social responsibility, respect, and community service experiences. Student Council initiates school-wide events, promotes positive student government activities, and creates an atmosphere of responsibility. Representatives are involved with projects that foster community service themes. Technology continues to be infused across the curriculum in grades kindergarten through six. We are able to provide one-to-one experiences for children. Technology literacy instruction includes keyboarding, presentation and research skills through a collaborative teaching approach. Students are using Google Applications for Education and interactive smart board technology with the use of wireless capabilities. Virtual field trips are opportunities for students to learn from our global society. Our district web site, www.riveredgeschools.org, is an interactive resource for teachers, students and parents. The district provides online newsletters and videos to further educate and communicate to parents.