NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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

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	UNION
District	PLAINFIELD CITY
Principal Name	MR. WILLIAM
Address	1049 CENTRAL AVE PLAINFIELD, NJ 07060-2801
Phone Number	(908)731-4280
Email Address	MAWILLIAMS@PLAINFIELD.K12.NJ.US
Website	http://www.plainfieldnjk12.org/
Facebook	https://www.facebook.com/Plainfield-Public-Schools-99774832658/
Twitter	https://twitter.com/PlainfieldBOE

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	65	69	64
1	91	70	66
2	97	84	75
3	85	93	91
4	72	87	99
5	82	70	82
6	61	76	71
7	50	45	68
8	40	44	43
Total	643	638	659

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	50.5%	48.0%	48.6%
Male	49.5%	52.0%	51.4%
Economically Disadvantaged Students	76.0%	74.8%	69.0%
Students with Disabilities	14.3%	13.2%	16.5%
English Learners	26.4%	27.3%	24.7%
Homeless Students		0.6%	0.8%
Students in Foster Care		0.0%	0.2%
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	0.3%	0.9%	0.6%
Hispanic	45.1%	45.6%	47.6%
Black or African American	54.3%	53.1%	51.1%
Asian	0.2%	0.3%	0.3%
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	0.2%	0.0%	0.3%

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	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	65	69	64

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	54.2%
Spanish	43.2%
Other Languages	2.6%

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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	44	42	50	Met Standard	40	40	50	Met Standard
White	*	46	50	**	*	57	51	**
Hispanic	47	42	49	Met Standard	42	40	48	Met Standard
Black or African American	42	42	44	Met Standard	39	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44.5	61	**	*	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	42	41	48	Met Standard	40	40	47	Met Standard
Students with Disabilities	40.5	40.5	41	Met Standard	46	41	43	Met Standard
English Learners	44	41	54	Met Standard	49	40	51	Met Standard

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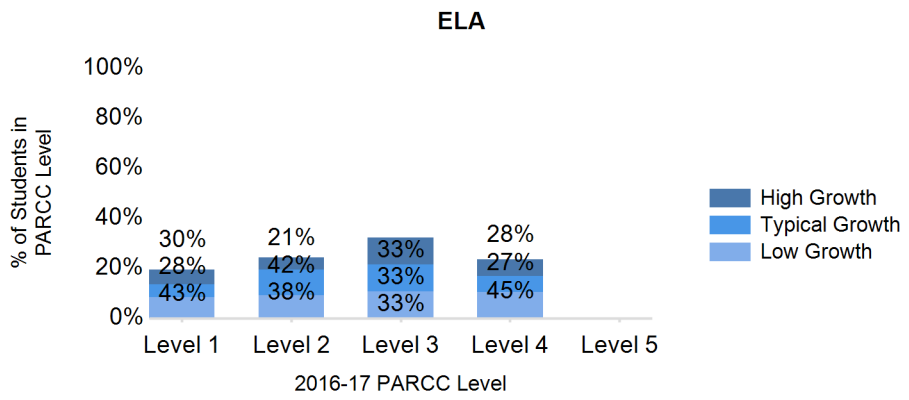
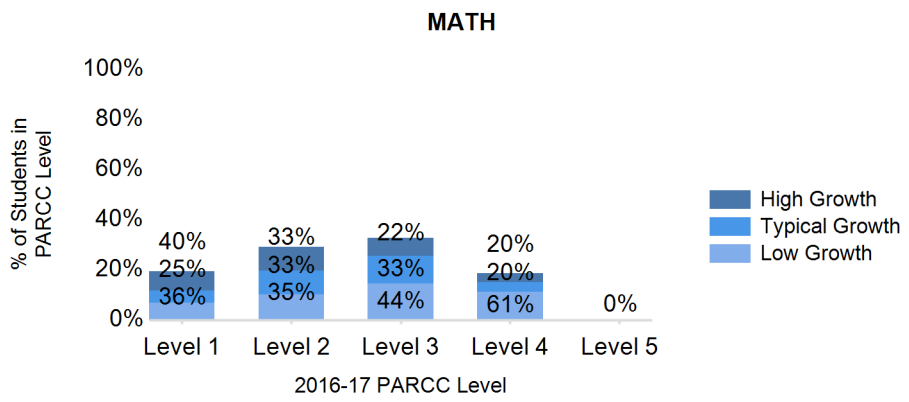
Student Growth by Performance Level

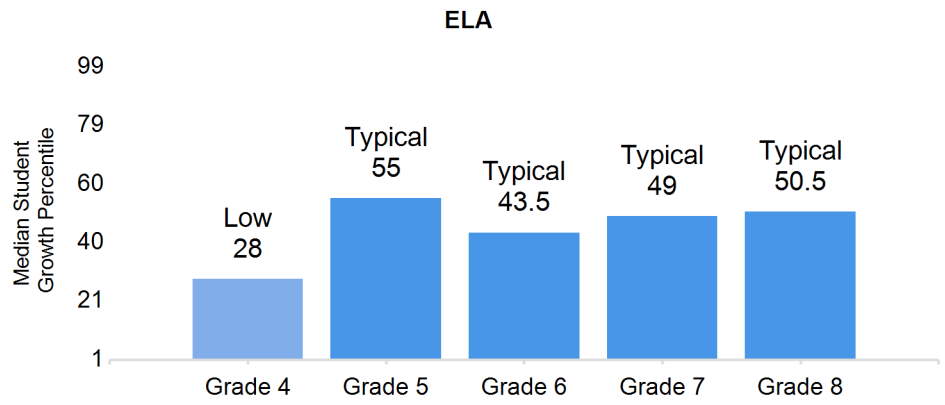
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

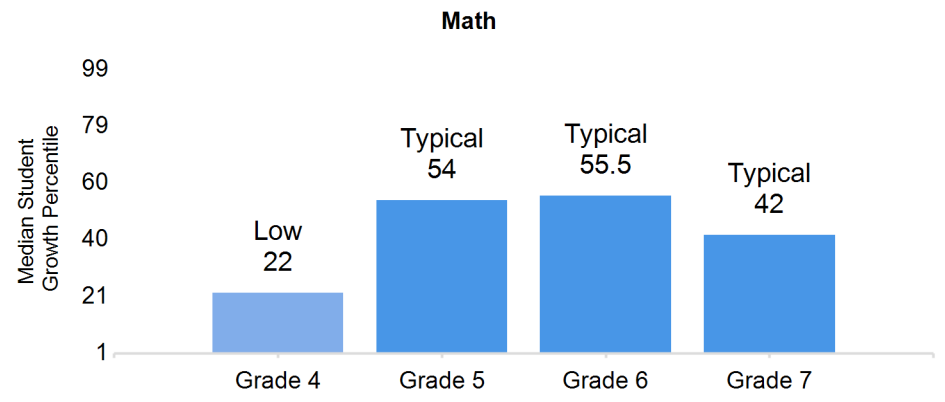




Student Growth by Grade

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	442	97.4	31.0	*	56.7	31.0	30.9	Met Target
White	*	*	*	43.8	65.6	*	**	**
Hispanic	206	99.5	25.2	22.5	42.5	25.2	30.3	Not Met
Black or African American	230	95.5	34.8	28.5	37.3	34.8	31	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	213	96.8	38.9	30.5	64.5	38.9		
Male	229	97.9	23.5	19.5	49.4	23.5		
Economically Disadvantaged Students	330	98.5	27.5	23.7	38.5	*	29.5	Met Target†
Non-Economically Disadvantaged Students	112	94.1	41.0	30.0	67.5	*		
Students with Disabilities	75	96.2	18.7	*	21.6	18.7	21.5	Met Target†
Students without Disabilities	367	97.6	33.6	*	63.9	33.6		
English Learners	149	100.0	16.1	16.5	27.3	16.1	15.9	Met Target
Non-English Learners	293	96.1	38.6	32.3	59.4	38.6		
Homeless Students	*	*	*	16.3	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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	82	723	723	750	29%	20%	26%	*	*	26%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	46	708	718	736	39%	22%	24%	*	*	15%	38%
Black or African American	34	737	734	733	*	*	29%	35%	0%	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	44	721	*	756	30%	*	*	*	*	25%	57%
Male	38	725	*	744	29%	*	*	*	*	26%	46%
Economically Disadvantaged Students	65	718	720	733	*	*	*	*	*	22%	34%
Non-Economically Disadvantaged Students	17	739	742	762	*	*	*	*	*	41%	64%
Students with Disabilities	10	725	694	719	*	*	*	*	*	20%	24%
Students without Disabilities	72	722	728	756	*	*	*	*	*	26%	57%
English Learners	39	705	*	712	*	*	28%	*	*	10%	15%
Non-English Learners	43	738	*	753	*	*	23%	*	*	40%	55%
Homeless Students	*	*	711	720	*	*	*	*	*	*	21%
Students in Foster Care	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	90	733	729	756	21%	22%	24%	*	*	32%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	48	729	727	744	23%	27%	25%	*	*	25%	44%
Black or African American	40	737	731	739	*	*	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	45	751	*	762	*	*	27%	*	*	49%	63%
Male	45	715	*	751	*	*	22%	*	*	16%	53%
Economically Disadvantaged Students	73	728	727	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	17	753	741	767	*	*	*	*	*	53%	70%
Students with Disabilities	*	*	703	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	64%
English Learners	17	688	712	720	*	*	*	*	*	*	17%
Non-English Learners	73	743	739	759	*	*	*	*	*	*	61%
Homeless Students	*	*	716	729	*	*	*	*	*	*	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	73	726	730	755	19%	29%	36%	16%	0%	16%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	728	743	*	*	*	*	*	*	43%
Black or African American	38	728	733	738	*	26%	39%	*	*	16%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	37	730	735	762	*	*	*	*	*	*	66%
Male	36	721	725	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	58	723	728	739	*	*	*	*	*	16%	39%
Non-Economically Disadvantaged Students	15	735	739	766	*	*	*	*	*	20%	71%
Students with Disabilities	*	*	711	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	735	762	*	*	*	*	*	*	65%
English Learners	10	698	707	712	*	*	*	*	*	*	11%
Non-English Learners	63	730	737	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	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	69	733	724	754	14%	29%	26%	*	*	30%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	44	734	727	737	*	25%	25%	*	*	34%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	32	742	729	761	*	*	*	*	*	41%	64%
Male	37	725	720	748	*	*	*	*	*	22%	48%
Economically Disadvantaged Students	47	731	722	739	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	22	738	735	764	*	*	*	*	*	41%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	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	*	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	62	741	729	760	*	19%	24%	*	*	45%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	28	743	728	746	*	*	*	*	*	50%	49%
Black or African American	34	739	731	740	*	*	*	*	*	41%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	30	744	737	769	*	*	*	*	*	53%	72%
Male	32	737	721	752	*	*	*	*	*	38%	54%
Economically Disadvantaged Students	41	742	*	742	*	*	*	*	*	46%	44%
Non-Economically Disadvantaged Students	21	739	*	771	*	*	*	*	*	43%	73%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	734	768	*	*	*	*	*	*	71%
English Learners	N	N	685	705	N	N	N	N	N	N	11%
Non-English Learners	62	741	734	762	*	19%	24%	*	*	45%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	43	733	732	759	*	23%	*	*	*	40%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	735	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	17	741	740	768	*	*	*	*	*	47%	69%
Male	26	727	724	751	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	27	733	730	740	*	*	*	*	*	33%	42%
Non-Economically Disadvantaged Students	16	733	737	769	*	*	*	*	*	50%	71%
Students with Disabilities	*	*	715	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	766	*	*	*	*	*	*	68%
English Learners	*	*	681	703	*	*	*	*	*	*	*
Non-English Learners	*	*	741	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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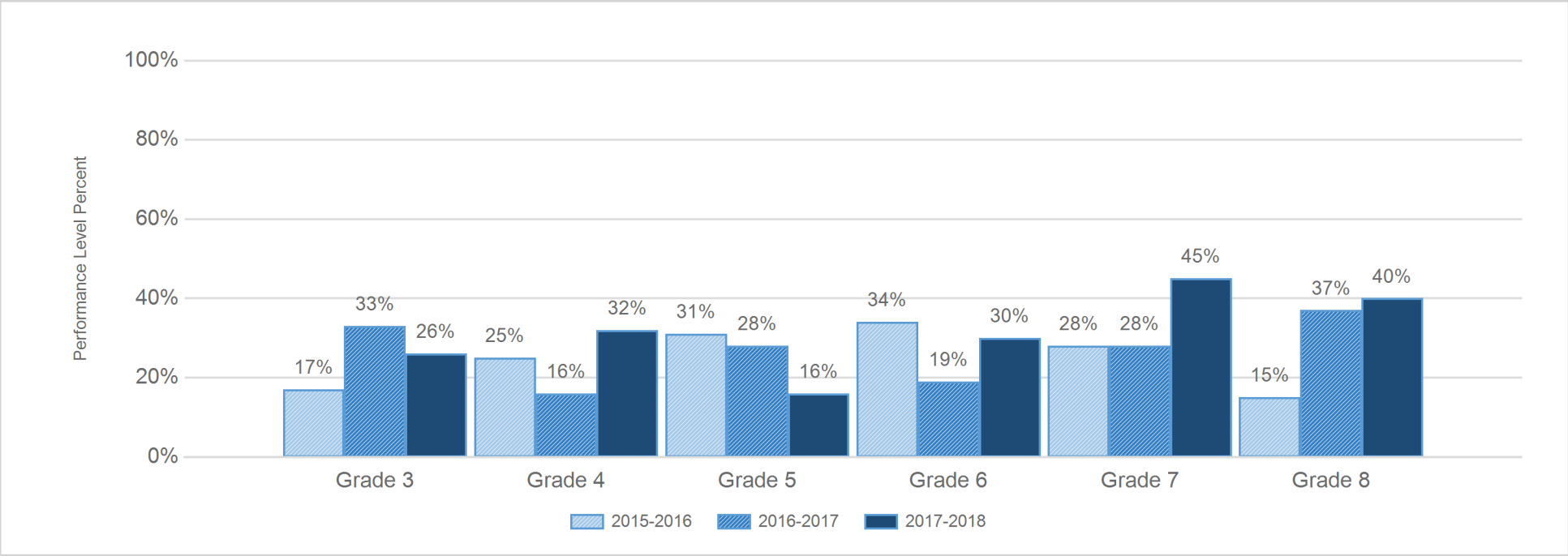
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

Report Key:
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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	445	97.4	21.3	17.8	45.0	21.3	23.7	Met Target†
White	*	*	*	33.3	54.1	*	**	**
Hispanic	209	99.5	21.1	18.4	29.2	21.1	24.7	Met Target†
Black or African American	230	95.5	20.4	15.5	23.4	20.4	22.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.7	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	214	96.9	24.3	18.8	46.0	24.3		
Male	231	97.9	18.6	17.1	43.9	18.6		
Economically Disadvantaged Students	332	98.5	19.6	18.2	26.6	*	22.8	Met Target†
Non-Economically Disadvantaged Students	113	94.2	26.5	16.5	55.9	*		
Students with Disabilities	75	96.2	18.7	*	17.1	18.7	15.6	Met Target
Students without Disabilities	370	97.6	21.9	*	50.5	21.9		
English Learners	152	100.0	13.9	15.1	24.6	13.9	18.6	Not Met
Non-English Learners	293	96.1	25.3	20.6	46.9	25.3		
Homeless Students	*	*	*	14.0	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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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	84	734	726	752	13%	25%	27%	*	*	35%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	48	728	725	739	*	*	33%	25%	0%	25%	38%
Black or African American	34	741	728	734	*	29%	*	*	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	44	729	*	752	*	25%	25%	*	*	32%	53%
Male	40	741	*	751	*	25%	30%	*	*	38%	53%
Economically Disadvantaged Students	67	733	725	736	*	*	*	*	*	33%	35%
Non-Economically Disadvantaged Students	17	740	734	762	*	*	*	*	*	41%	66%
Students with Disabilities	10	743	707	730	0%	*	*	*	*	40%	29%
Students without Disabilities	74	733	730	756	15%	*	*	*	*	34%	57%
English Learners	41	725	*	726	*	*	*	*	*	22%	23%
Non-English Learners	43	743	*	754	*	*	*	*	*	47%	56%
Homeless Students	*	*	720	723	*	*	*	*	*	*	20%
Students in Foster Care	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

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
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	90	723	727	748	21%	32%	27%	20%	0%	20%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	48	723	729	737	21%	33%	25%	21%	0%	21%	34%
Black or African American	40	722	721	730	*	33%	28%	*	*	20%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	45	731	*	748	*	33%	31%	*	*	27%	50%
Male	45	714	*	748	*	31%	22%	*	*	13%	49%
Economically Disadvantaged Students	73	721	727	733	*	*	*	*	*	18%	30%
Non-Economically Disadvantaged Students	17	732	728	758	*	*	*	*	*	29%	62%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	732	753	*	*	*	*	*	*	55%
English Learners	17	690	720	722	*	*	*	*	*	*	16%
Non-English Learners	73	731	732	750	*	*	*	*	*	*	52%
Homeless Students	*	*	726	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
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	74	723	727	748	19%	30%	38%	14%	0%	14%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	726	736	*	*	*	*	*	*	32%
Black or African American	38	725	727	730	*	32%	32%	*	*	18%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	38	722	726	749	*	*	*	*	*	*	50%
Male	36	725	727	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	58	722	726	733	*	*	*	*	*	10%	29%
Non-Economically Disadvantaged Students	16	729	729	758	*	*	*	*	*	25%	62%
Students with Disabilities	*	*	717	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	729	752	*	*	*	*	*	*	55%
English Learners	11	703	712	718	*	*	*	*	*	*	13%
Non-English Learners	63	727	731	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	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

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
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2017-2018

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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	69	723	718	744	14%	38%	36%	*	*	12%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	44	723	718	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	32	725	719	745	*	38%	41%	*	*	13%	45%
Male	37	721	718	742	*	38%	32%	*	*	11%	42%
Economically Disadvantaged Students	47	720	718	729	*	*	32%	*	*	11%	24%
Non-Economically Disadvantaged Students	22	728	723	753	*	*	45%	*	*	14%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	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	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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	62	725	724	743	16%	35%	31%	18%	0%	18%	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	28	730	725	732	*	*	39%	*	*	21%	27%
Black or African American	34	721	721	727	*	47%	*	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	30	724	725	745	*	37%	*	*	*	17%	45%
Male	32	725	723	741	*	34%	*	*	*	19%	42%
Economically Disadvantaged Students	41	724	*	730	*	*	*	*	*	15%	24%
Non-Economically Disadvantaged Students	21	725	*	751	*	*	*	*	*	24%	55%
Students with Disabilities	*	*	709	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	748	*	*	*	*	*	*	50%
English Learners	N	N	710	716	N	N	N	N	N	N	10%
Non-English Learners	62	725	726	744	16%	35%	31%	18%	0%	18%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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	43	721	717	728	28%	23%	28%	*	*	21%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	714	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	17	720	718	731	*	*	*	*	*	35%	31%
Male	26	721	716	725	*	*	*	*	*	12%	26%
Economically Disadvantaged Students	27	720	717	719	*	*	*	*	*	19%	20%
Non-Economically Disadvantaged Students	16	722	715	735	*	*	*	*	*	25%	35%
Students with Disabilities	*	*	703	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	720	735	*	*	*	*	*	*	*
English Learners	*	*	697	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	722	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	698	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	N	N	718	746	N	N	N	N	N	N	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	N	N	717	730	N	N	N	N	N	N	27%
Black or African American	N	N	718	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	N	N	720	748	N	N	N	N	N	N	48%
Male	N	N	716	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	718	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	716	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	719	752	N	N	N	N	N	N	52%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	N	N	726	749	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

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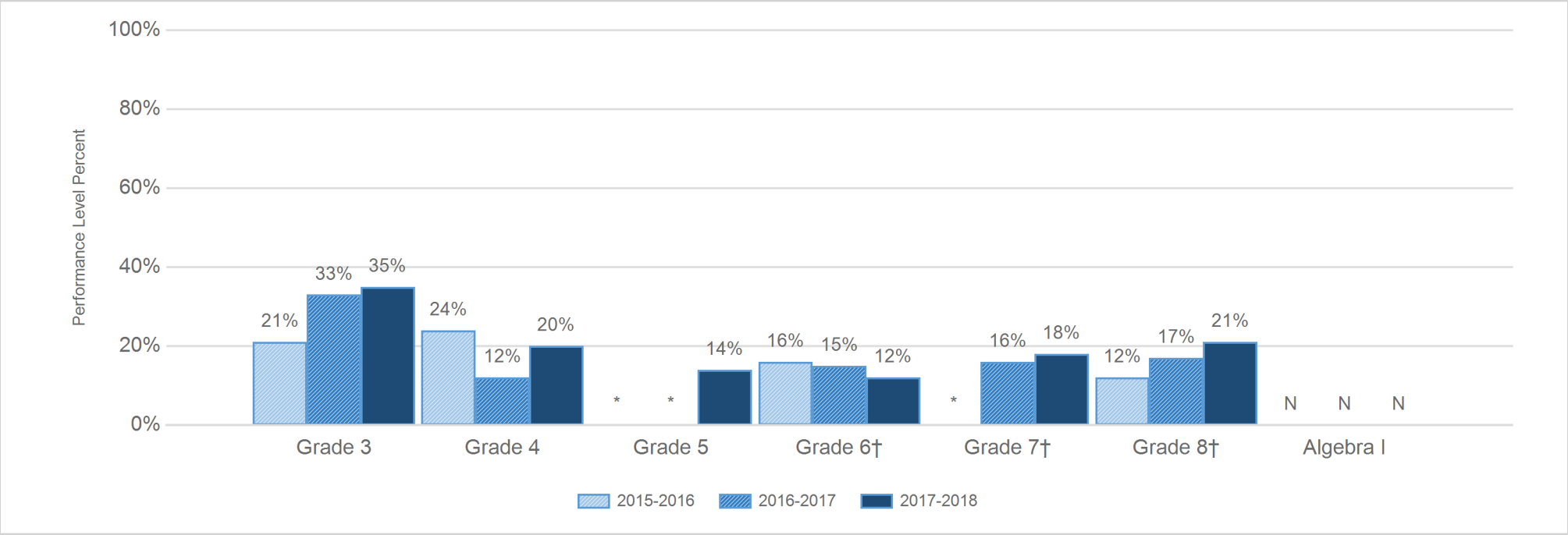
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

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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	*	*
7	N	N
8	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. 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	44.3%	46.8%	Met Target†

† 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	28	*	*
3-4	53	*	*
5 or more	73	89.0%	11.0%

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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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	71
7	0	0	68
8	0	0	43
Total	0	0	182

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	67	0	0	0	0	0	4
7	67	0	0	0	0	0	0
8	43	0	0	0	0	0	0
Total	177	0	0	0	0	0	4

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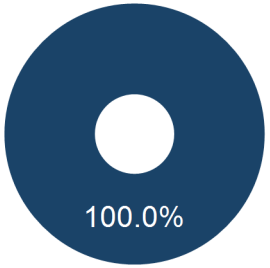
Visual and Performing Arts – Course Participation

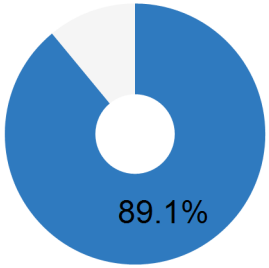
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

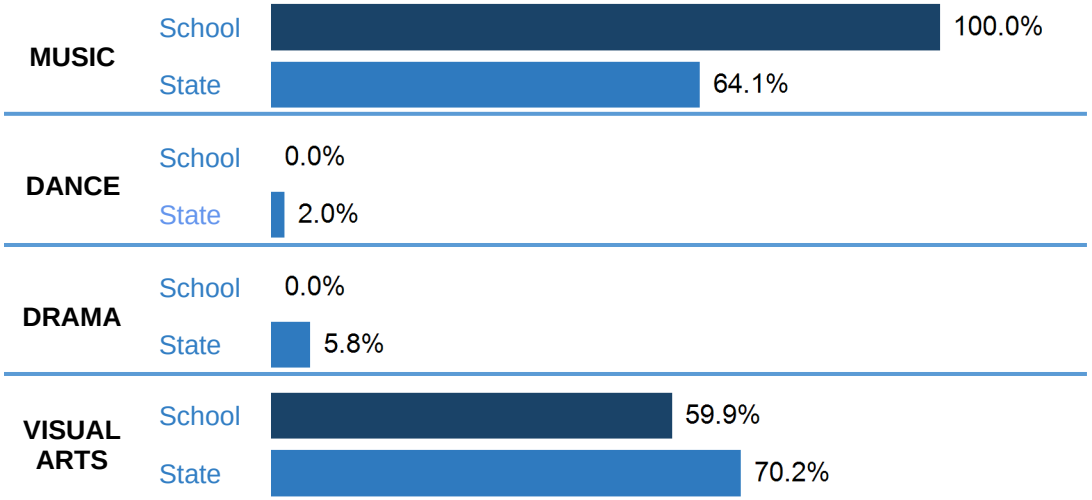


School



State

Students enrolled in one or more classes by discipline:



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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.

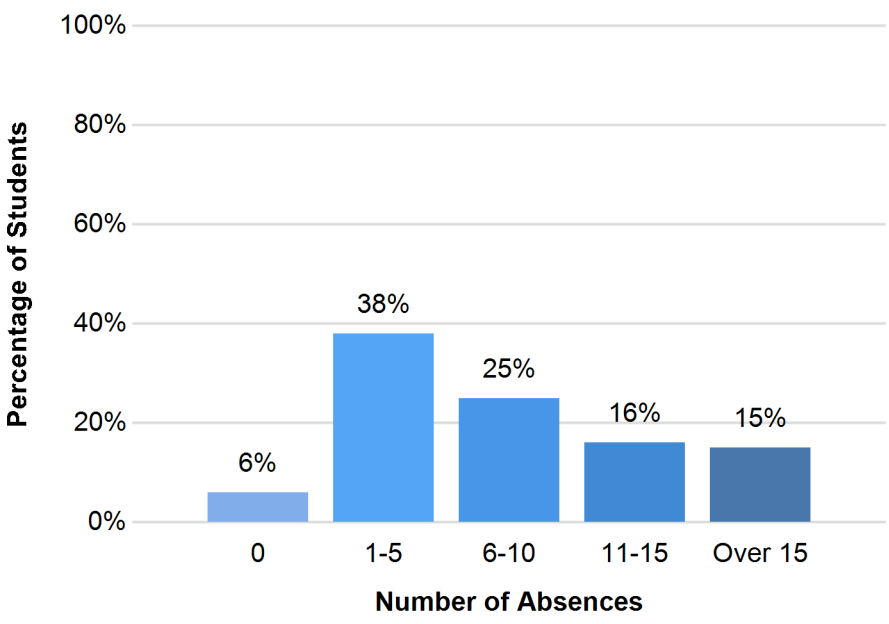
Chronic Absenteeism

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	69	10.3	9.1	Not Met
White	*	*	**	**
Hispanic	32	10.1	9.1	Not Met
Black or African American	36	10.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	55	12.0	9.1	Not Met
Students with Disabilities	23	19.0	9.1	Not Met
English Learners	16	9.6	9.1	Not 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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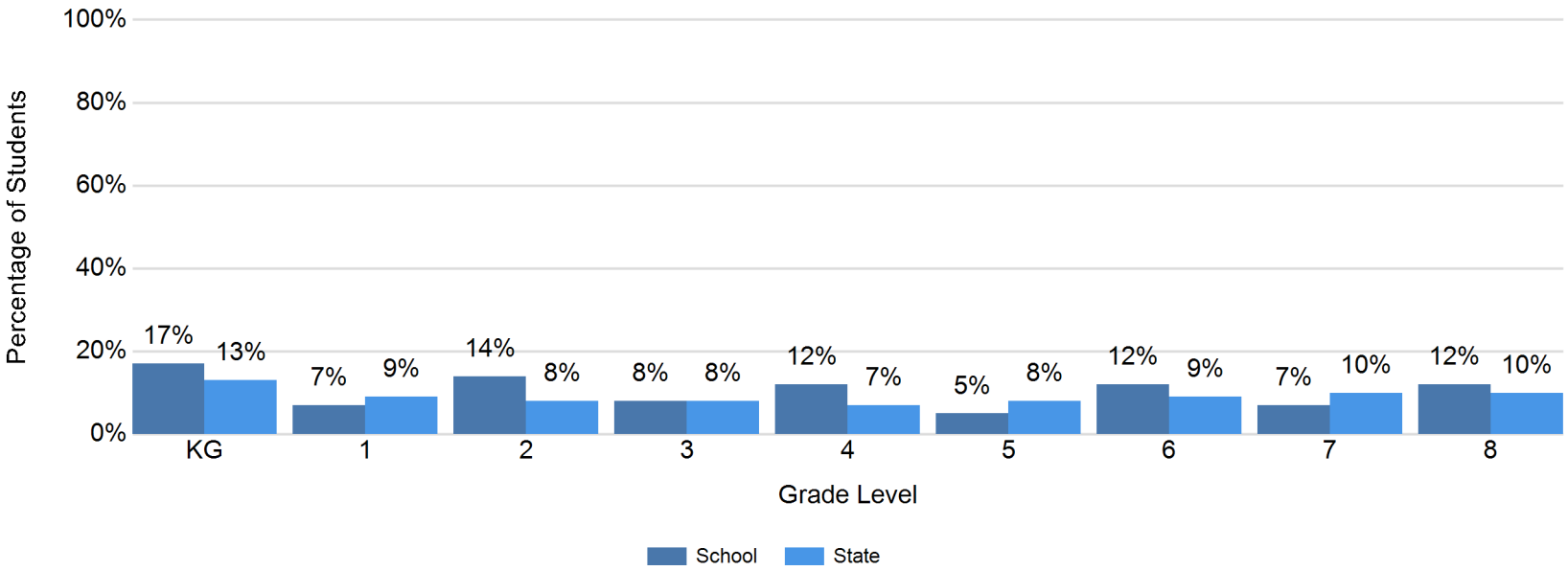
Chronic Absenteeism by Grade

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	3
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.21

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	1
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	2	2
Disability	0	0	0
Other	3	3	6
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
*

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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	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 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	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)	$863	$14,777	$15,640

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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	46	117,464
Average years experience in public schools	16.7	12.0
Average years experience in district	13.4	10.7
Teachers in district for 4 or more years	87.0%	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	41	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	14.6	12.0
Administrators in district for 4 or more years	87.8%	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	14:1	15:1
Students to Administrators	330:1	225:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		1843:1
Students to Nurses		512:1
Students to Counselors		576:1
Students to Child Study Team		242:1

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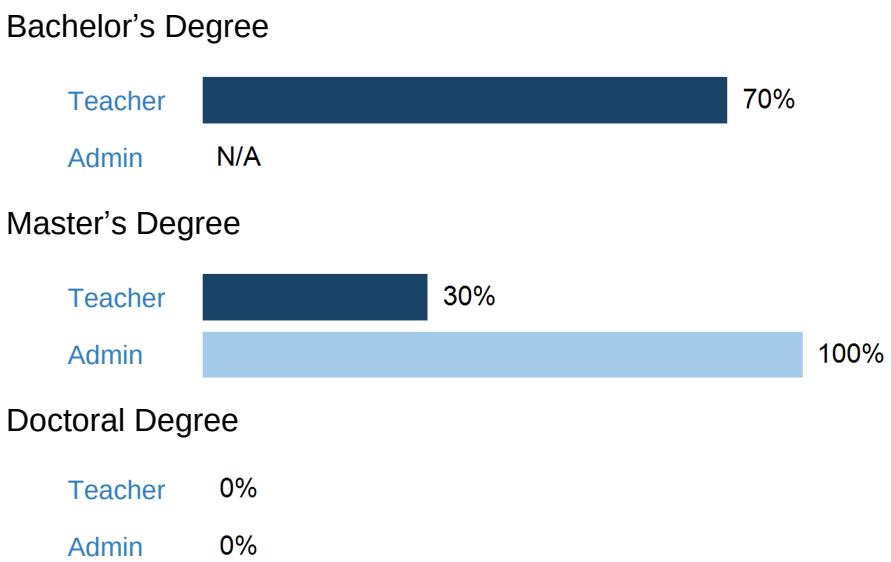
Teachers and Administrators - Level of Education

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	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	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	95.7%

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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	82.6%	100.0%
Male	17.4%	0.0%
White	37.0%	0.0%
Hispanic	19.6%	0.0%
Black or African American	41.3%	100.0%
Asian	2.2%	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
Yes	Yes	No

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	Yes	Yes	No
White	No		
Hispanic	Yes		
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	Yes		
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	12.86	15.0%
Mathematics Proficiency	13.45	15.0%
English Language Arts Growth	29.44	20.0%
Mathematics Growth	22.08	20.0%
Progress Towards English Language Proficiency	25.53	20.0%
Chronic Absenteeism	30.70	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.43	n/a
Summative Rating: Percentile Rank of Summative Score	10.66	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	29.88	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	42.28	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	28.40	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	47.76	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	30.40	14.08	No	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

CEDARBROOK ELEMENTARY SCHOOL
(39-4160-100)
Grades Offered: KG-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† 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 your school directly.

Highlights:	• Cedarbrook K-8 Center offers a STEAM program focusing on coding, digital literacy, graphic design in grades 6, 7 & 8. • Cedarbrook houses three smaller learning communities under the umbrella of the K-8 Model.
Mission, Vision, Theme:	Cedarbrook K – 8 Center, in partnership with all stakeholders, will develop within students a sense of global awareness, academic achievement and commitment to community service in an environment reflecting physical, social and emotional health whereby gifts, talents and accomplishments are celebrated." LEADING! LEARNING! GROWING! The Cedarbrook K-8 Center continues to foster the constant growth of its students as evidenced by their academic and social /emotional development.

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Courses, Curriculum, Instruction:	Cedarbrook K – 8 Center Grades 6-8 offers after school courses in the areas of: Introduction to Coding Introduction Graphic Design Introduction to Digital Literacy
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed)
Clubs and Activities:	Cedarbrook K – 8 Center has the following activities available for students. Safety Patrol Team Fitness Club Event Planning & Design, Battle of the Books, Geography Club, Newspaper Club, Audio-Visual Student Council, Yearbook, Forensics Debate, Interact Club/ Environment STEAM-Science Club, National Honor Society, Elementary National Honor Society, Junior Math Club Drama

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Before and After School Programs:	Cedarbrook K – 8 Center is the site of three afterschool programs, The YWCA, PASS Program and 21st Century. In Cedarbrook has a partnership with the 21st Century CPO as a safety collaboration.
Staff and Professional Learning:	Cedarbrook K – 8 Center Staff receives receive professional development in the areas of academic Vocabulary Instruction, and co-teaching. These efforts support school wide initiatives.

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Student Supports and Services:	In collaboration with the district Special Services Department, various services are available for Cedarbrook K – 8 Center students that have been identified through an IEP (Occupational Therapy, Physical Therapy, Speech Therapy) and without an IEP (504 accommodations).
Student Health and Wellness:	The staff and students at Cedarbrook K-8 Center participates in safety and wellness initiatives led by our school staff and in collaboration with organizations such as the American Red cross and the Sickle Cell Foundation of New Jersey.
Parent and Community Involvement:	Cedarbrook K – 8 Center parents and stakeholders are involved many aspects of our school programs. Cedarbrook receives support from parents through PTO, Parent Universities, class parents and guest speakers. Parents attend our assemblies, evening programs and special events such as parent involvement week.

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Climate Surveys:	Is a Climate Survey Used: No
School Safety:	Cedarbrook K – 8 Center conducts School safety drills monthly; fire drill and lock down/secure in place. Cedarbrook K – 8 Center has two (2) security officers on site who monitor the building throughout the entire day. Teachers and staff complete Safe Schools training modules recommended by the Human Resource department on an annual basis.

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Technology and STEM:	Cedarbrook K – 8 Center is equipped with interactive technology for all classrooms. The district provides Chromebooks grades 3-5, which are available for usage during the school and in after school programs Grades 6-8 students receive a 1:1 Chromebook for use in school and at home.
Early Childhood Education:	Cedarbrook K – 8 Center Kindergarten students participates in the Month of the Young Child in February. The Kindergarten classes follow the Teaching Strategies Gold model for instruction.