NJ SCHOOL PERFORMANCE REPORT

CEDAR GROVE ELEMENTARY SCHOOL
(29-5190-065)
Grades Offered: PK-05
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	OCEAN
District	TOMS RIVER REGIONAL
Principal Name	MR. RYAN
Address	179 CEDAR GROVE ROAD TOMS RIVER, NJ 08753-4399
Phone Number	(732)505-5830
Email Address	JRYAN@TRSCHOOLS.COM
Website	http://www.trschools.com/cedargrove/

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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	176	160	175
KG	123	105	109
1	120	119	108
2	121	126	124
3	127	114	128
4	132	129	122
5	141	136	126
Total	940	889	892

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	43.0%	44.4%	47.1%
Male	57.0%	55.6%	52.9%
Economically Disadvantaged Students	24.8%	22.7%	20.6%
Students with Disabilities	26.4%	27.9%	28.1%
English Learners	4.3%	4.0%	5.0%
Homeless Students		1.7%	1.3%
Students in Foster Care		1.0%	0.9%
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	79.6%	78.5%	77.0%
Hispanic	13.4%	14.7%	14.5%
Black or African American	1.6%	2.0%	1.9%
Asian	2.3%	2.5%	2.7%
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	3.1%	2.2%	3.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	105	101	107
PK - Full Day	71	59	68
KG - Half Day	0	0	0
KG - Full Day	123	105	109

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	90.1%
Spanish	7.1%
Other Languages	2.8%

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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	65	47	50	Exceeds Standard	41	41	50	Met Standard
White	65	48	50	Exceeds Standard	41	40	51	Met Standard
Hispanic	59.5	48	49	Met Standard	41.5	42	48	Met Standard
Black or African American	*	39	44	**	*	34	44	**
Asian, Native Hawaiian, or Pacific Islander	*	52	61	**	*	50	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	42	49	**	*	42	51	**
Economically Disadvantaged	61	44	48	Exceeds Standard	38	37	47	Not Met
Students with Disabilities	69	40.5	41	Exceeds Standard	57	39.5	43	Met Standard
English Learners	*	62	54	**	*	45	51	**

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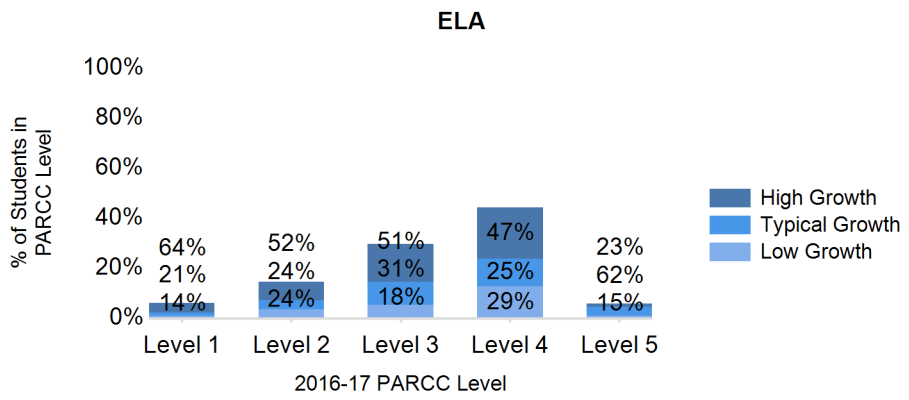
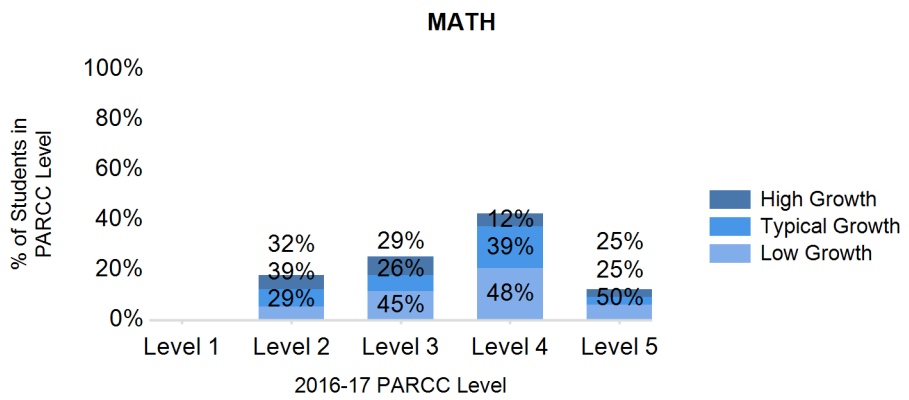
Student Growth by Performance Level

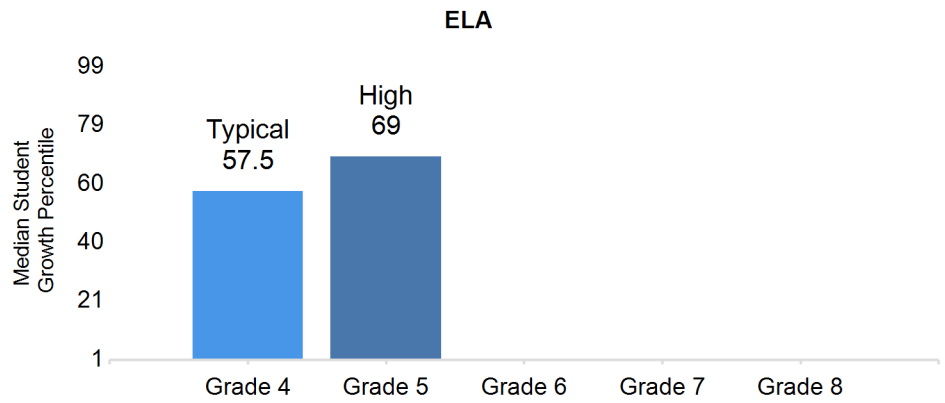
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

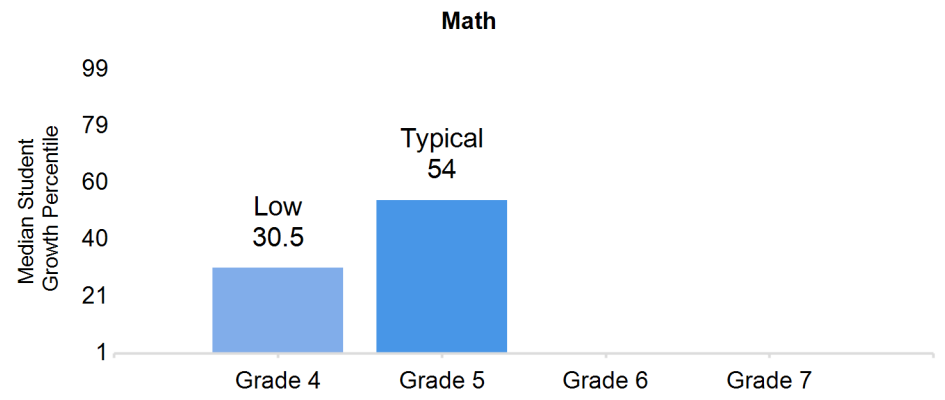




Student Growth by Grade

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	348	97.5	60.9	55.9	56.7	60.9	58.2	Met Target
White	287	98.0	63.1	59.3	65.6	63.1	60.4	Met Target
Hispanic	44	97.8	45.4	42.8	42.5	45.4	30.5	Met Target
Black or African American	*	*	*	37.5	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	63.6	52.7	N	**	**
Two or More Races	*	*	*	49.1	63.4	*	**	**
Female	169	98.9	66.9	65.0	64.5	66.9		
Male	179	96.3	55.3	47.1	49.4	55.3		
Economically Disadvantaged Students	72	93.6	41.7	38.7	38.5	41.0	41.8	Met Target†
Non-Economically Disadvantaged Students	276	98.6	66.0	61.8	67.5	66.0		
Students with Disabilities	60	90.9	33.3	19.3	21.6	31.9	24.7	Met Target
Students without Disabilities	288	99.0	66.7	63.0	63.9	66.7		
English Learners	14	100.0	28.6	26.9	27.3	28.6	**	**
Non-English Learners	334	97.4	62.3	56.6	59.4	62.3		
Homeless Students	*	*	*	36.5	27.7	*		
Students In Foster Care	*	*	*	25.9	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	108	751	750	750	12%	15%	25%	*	*	48%	52%
White	88	752	754	759	*	14%	27%	*	*	50%	61%
Hispanic	14	746	734	736	*	*	*	*	*	50%	38%
Black or African American	*	*	736	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	53	757	756	756	*	*	*	*	*	57%	57%
Male	55	744	744	744	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	24	730	*	733	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	84	756	*	762	*	*	*	*	*	55%	64%
Students with Disabilities	17	730	714	719	*	*	*	*	*	24%	24%
Students without Disabilities	91	754	757	756	*	*	*	*	*	53%	57%
English Learners	*	*	712	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	751	753	*	*	*	*	*	*	55%
Homeless Students	*	*	729	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	115	760	752	756	*	*	22%	52%	14%	66%	58%
White	95	764	754	764	*	*	21%	53%	17%	69%	68%
Hispanic	15	741	742	744	*	*	*	*	*	40%	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	53	762	757	762	*	*	26%	*	*	64%	63%
Male	62	759	748	751	*	*	18%	*	*	68%	53%
Economically Disadvantaged Students	23	743	738	740	*	*	*	*	*	48%	40%
Non-Economically Disadvantaged Students	92	765	758	767	*	*	*	*	*	71%	70%
Students with Disabilities	18	746	725	726	*	*	*	56%	0%	56%	25%
Students without Disabilities	97	763	758	762	*	*	*	52%	16%	68%	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	N	N	738	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	123	763	755	755	*	*	24%	57%	11%	67%	58%
White	102	765	759	763	0%	*	23%	*	*	70%	68%
Hispanic	16	747	746	743	*	*	*	*	*	44%	43%
Black or African American	N	N	741	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	744	763	*	*	*	*	*	*	65%
Female	63	769	762	762	*	*	*	*	*	81%	66%
Male	60	758	749	749	*	*	*	*	*	53%	51%
Economically Disadvantaged Students	23	747	742	739	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	100	767	761	766	*	*	*	*	*	73%	71%
Students with Disabilities	18	734	*	724	*	*	56%	*	*	11%	22%
Students without Disabilities	105	769	*	762	*	*	18%	*	*	77%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	745	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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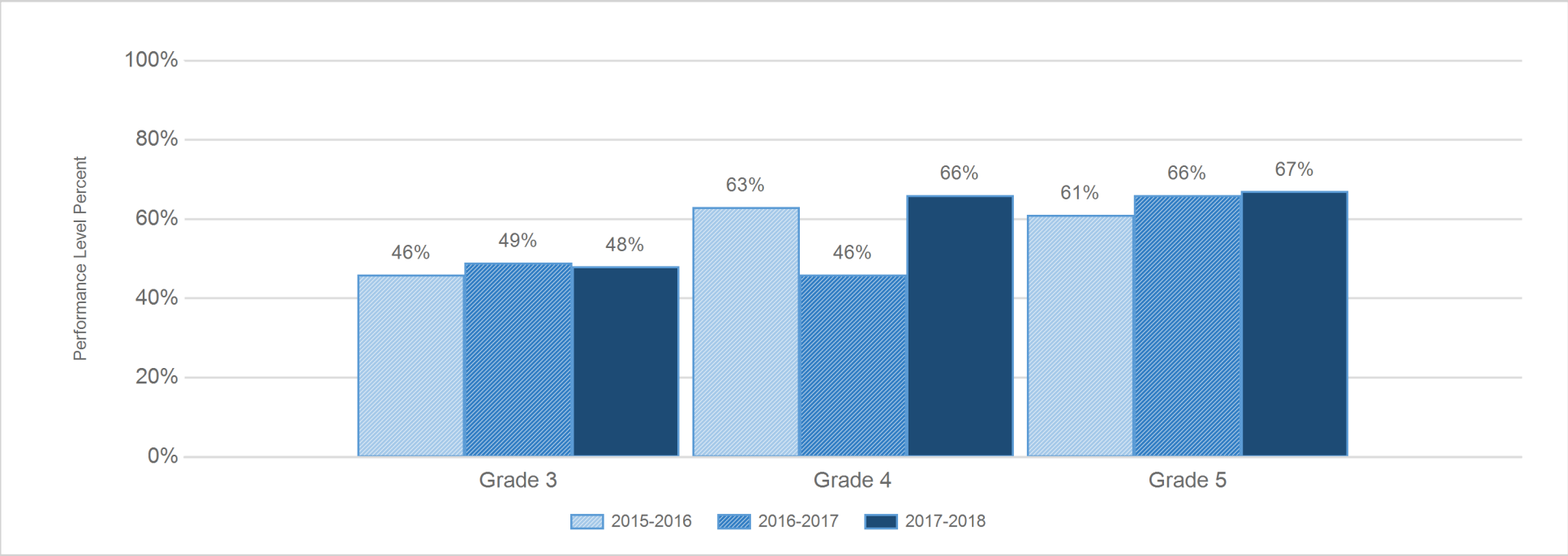
English Language Arts/Literacy Assessment - Performance Trends

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	348	97.5	48.3	37.3	45.0	48.3	59.4	Not Met
White	287	98.0	49.5	40.4	54.1	49.5	61.9	Not Met
Hispanic	44	97.8	40.9	*	29.2	40.9	32.3	Met Target
Black or African American	*	*	*	18.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	77.0	*	**	**
American Indian or Alaska Native	N	N	N	45.5	42.5	N	**	**
Two or More Races	*	*	*	30.4	53.0	*	**	**
Female	169	98.9	45.0	38.7	46.0	45.0		
Male	179	96.3	51.4	35.9	43.9	51.4		
Economically Disadvantaged Students	72	93.6	34.8	23.0	26.6	34.2	49.8	Not Met
Non-Economically Disadvantaged Students	276	98.6	51.8	42.2	55.9	51.8		
Students with Disabilities	60	90.9	33.3	13.8	17.1	31.9	30.3	Met Target
Students without Disabilities	288	99.0	51.4	41.9	50.5	51.4		
English Learners	14	100.0	35.7	23.7	24.6	35.7	**	**
Non-English Learners	334	97.4	48.8	37.7	46.9	48.8		
Homeless Students	*	*	*	18.2	17.3	*		
Students In Foster Care	*	*	*	25.9	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	108	748	748	752	*	19%	25%	*	*	49%	53%
White	88	749	751	760	*	16%	25%	*	*	52%	64%
Hispanic	14	748	736	739	0%	*	*	*	*	43%	38%
Black or African American	*	*	729	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	53	752	749	752	*	*	23%	*	*	53%	53%
Male	55	744	747	751	*	*	27%	*	*	45%	53%
Economically Disadvantaged Students	24	729	*	736	*	*	*	*	*	25%	35%
Non-Economically Disadvantaged Students	84	753	*	762	*	*	*	*	*	56%	66%
Students with Disabilities	17	728	722	730	*	*	*	*	*	29%	29%
Students without Disabilities	91	751	754	756	*	*	*	*	*	53%	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	*	*	732	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

CEDAR GROVE ELEMENTARY SCHOOL
(29-5190-065)
Grades Offered: PK-05
2017-2018

Report Key:
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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	115	743	744	748	*	18%	34%	*	*	43%	49%
White	95	744	746	755	*	16%	34%	*	*	44%	60%
Hispanic	15	734	734	737	0%	*	*	*	*	33%	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	53	739	742	748	*	19%	40%	*	*	32%	50%
Male	62	747	745	748	*	18%	29%	*	*	52%	49%
Economically Disadvantaged Students	23	737	732	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	92	744	748	758	*	*	*	*	*	45%	62%
Students with Disabilities	18	737	723	725	*	*	*	*	*	33%	22%
Students without Disabilities	97	744	749	753	*	*	*	*	*	44%	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	N	N	727	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

CEDAR GROVE ELEMENTARY SCHOOL
(29-5190-065)
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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	123	752	747	748	*	15%	30%	*	*	54%	49%
White	102	754	751	756	*	13%	32%	*	*	54%	60%
Hispanic	16	737	738	736	*	*	*	*	*	44%	32%
Black or African American	N	N	729	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	736	754	*	*	*	*	*	*	55%
Female	63	753	749	749	*	*	33%	*	*	54%	50%
Male	60	751	746	747	*	*	27%	*	*	53%	48%
Economically Disadvantaged Students	23	740	733	733	*	*	*	*	*	39%	29%
Non-Economically Disadvantaged Students	100	755	753	758	*	*	*	*	*	57%	62%
Students with Disabilities	18	737	*	726	*	*	*	*	*	33%	20%
Students without Disabilities	105	755	*	752	*	*	*	*	*	57%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	731	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%

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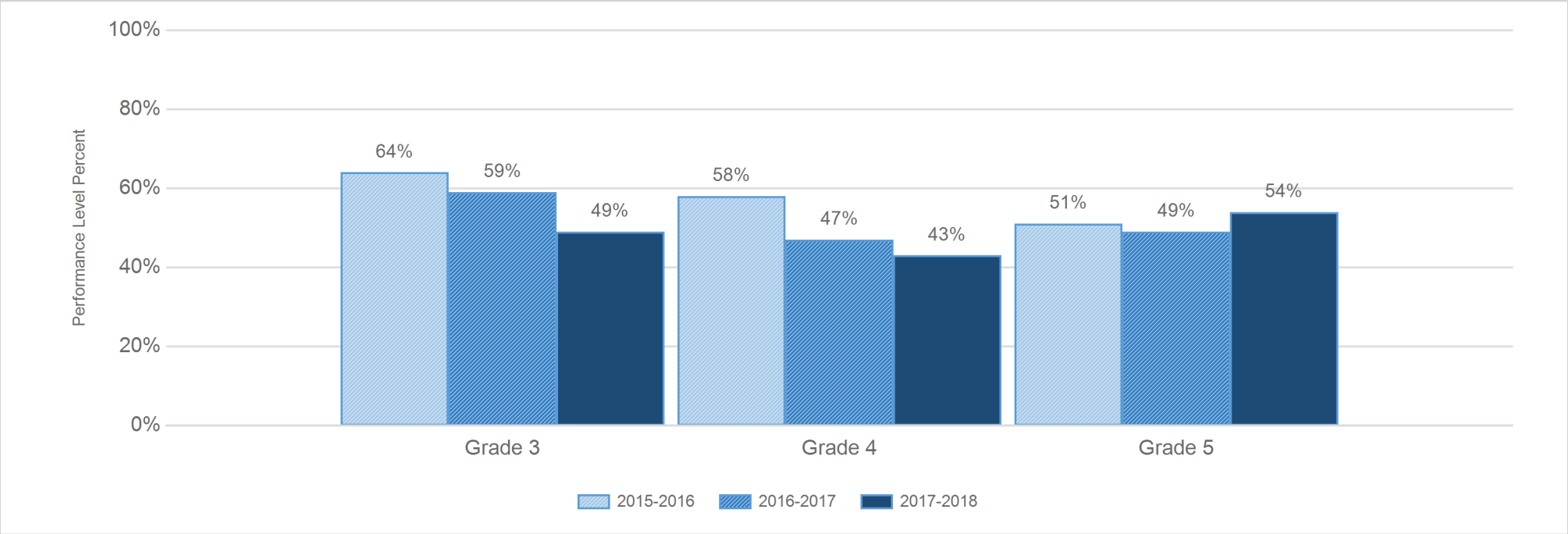
Mathematics Assessment – Performance Trends

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	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	69.0%	60.7%	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	24	*	*
3-4	20	70.0%	30.0%
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.

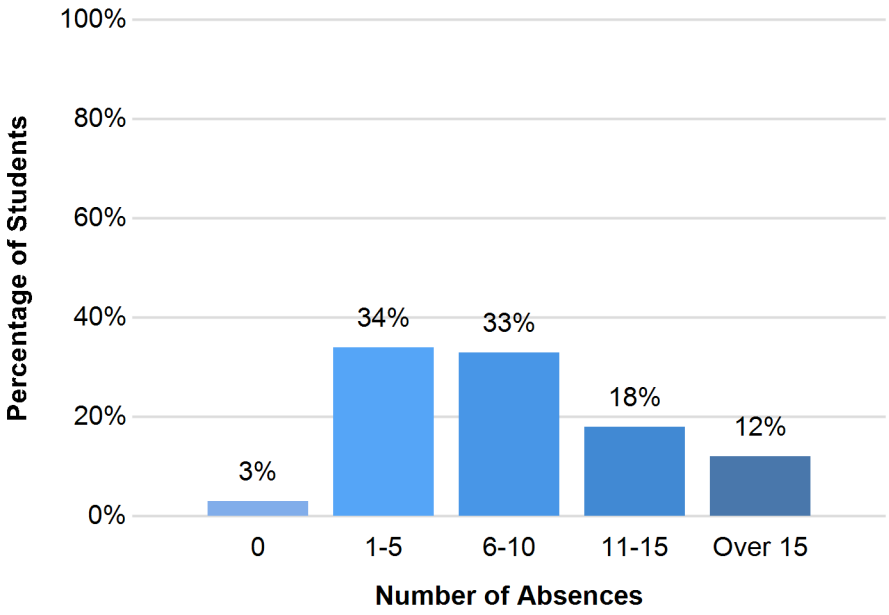
Chronic Absenteeism

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	64	8.9	8.9	Met
White	49	8.7	8.9	Met
Hispanic	6	6.2	8.9	Met
Black or African American	1	9.1	**	**
Asian, Native Hawaiian, or Pacific Islander	1	5.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	7	25.0	8.9	Not Met
Economically Disadvantaged Students	22	15.1	8.9	Not Met
Students with Disabilities	16	14.3	8.9	Not Met
English Learners	3	6.7	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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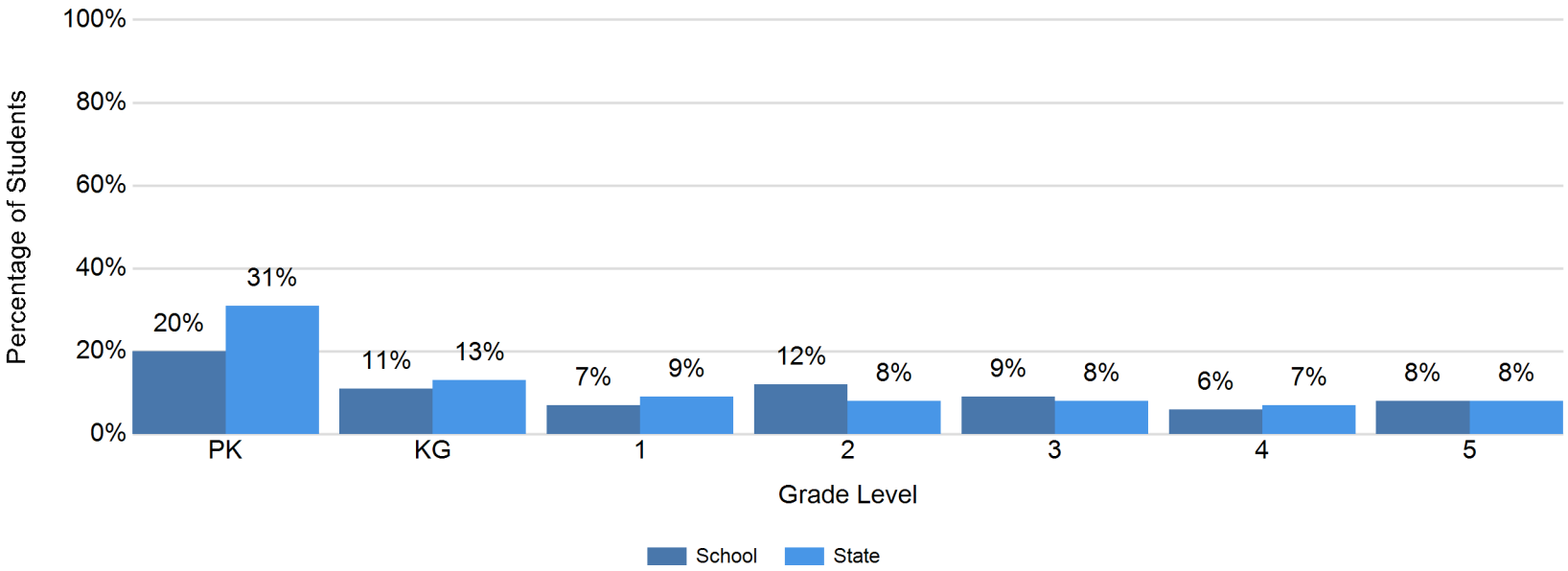
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.01

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	6		6

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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 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	1.0:1

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)	$477	$12,671	$13,148

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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	49	117,464
Average years experience in public schools	13.7	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	89.8%	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	71	9,374
Average years experience in public schools	21.4	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	77.5%	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	18:1	13:1
Students to Administrators	446:1	217:1
Teachers to Administrators	25:1	17:1
Students to Librarians/Media Specialists		2568:1
Students to Nurses		593:1
Students to Counselors		395:1
Students to Child Study Team		428:1

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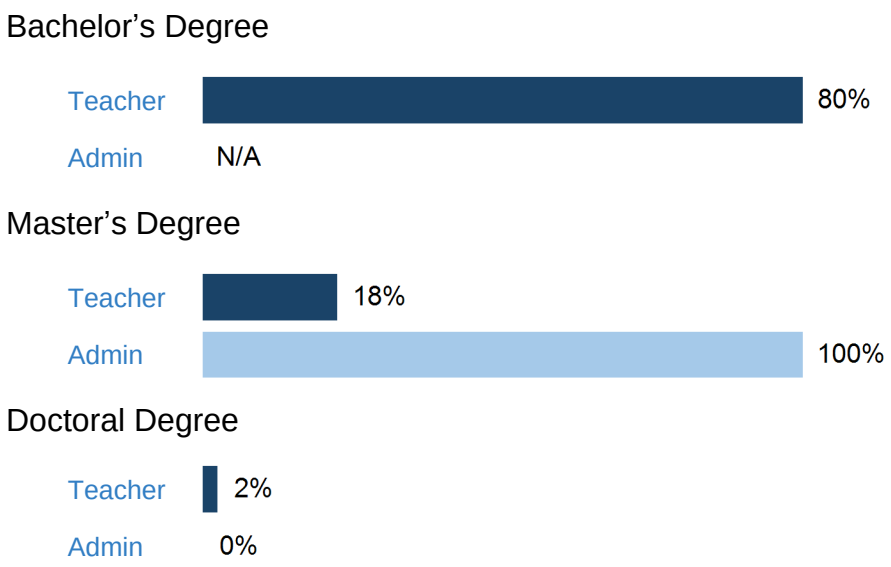
Teachers and Administrators - Level of Education

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	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	94.3%	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	96.5%

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Teachers: All classroom teachers
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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%	0.0%
Male	6.1%	100.0%
White	98.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	2.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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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(29-5190-065)
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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	51.78	15.0%
Mathematics Proficiency	51.13	15.0%
English Language Arts Growth	93.54	20.0%
Mathematics Growth	24.04	20.0%
Progress Towards English Language Proficiency	82.34	20.0%
Chronic Absenteeism	29.74	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.39	n/a
Summative Rating: Percentile Rank of Summative Score	63.21	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	Not Met	Exceeds Standard	Met Standard	Met Target	Met	No
White	43.62	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	58.82	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	53.12	14.08	No	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	79.66	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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:	• Technology is part of every school day with all classes having access to chrome books. • Sheltered instruction model is integrated during the school day to support the success of ELL students. • SEL practices such as Responsive Classroom have been infused in classrooms to improve relationships between peers and staff members and maintain positive climate and culture.
Mission, Vision, Theme:	The mission of Cedar Grove Elementary is to grow our students into respectful, curious and productive citizens. To achieve this mission we commit to: model and teach the elements of respect within an environment of civility, engage students in educational experiences grounded in best practice and high standards, engage peers and students in a collegial learning environment, and support families and the community in encouraging students to reach their full potential.
Awards, Recognition, Accomplishments:	For forty-seven years the Cedar Grove Elementary School has devoted itself to working together with our community. One of our most essential facets of community involvement is the Cedar Grove Parent-Teacher Organization. We are fortunate to work in a supportive community with whom we share the mutual goals of academic growth, good citizenship, and the appreciation of a well rounded education for our children. No Place for Hate Gold Star recipient and a Future Ready Bronze star recipient.

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Courses, Curriculum, Instruction:	The Common Core Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers
Clubs and Activities:	Gifted and Talented, Technology, Robotics, Yearbook and Omni Art Clubs, Safety Patrol, Bridges, Leadership Club, Orchestra, Band and Chorus.

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Before and After School Programs:	YMCA Y-Kids Program.
Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.

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Student Supports and Services:	Students attending Cedar Grove who require special educational services receive those services as delineated in their respective IEP's. They also have the opportunity to participate in a wide spectrum of programs offered at Cedar Grove. Related services provided for our special education students include: speech and language therapy, occupational therapy, physical therapy, medical services as provided by our school nurses, and counseling services provided by our guidance counselor.
Student Health and Wellness:	Our school takes a proactive approach to teach our children to be respectful, curious and productive Patriots. Various school and classroom activities were developed to teach children how to resolve conflicts while understanding the developmental stage of the child. We are proud of our student centered learning environment. Through classroom discussion, responsive classroom activitites, morning announcements, and special assemblies, we help our children to be sensitive to the needs of others.
Parent and Community Involvement:	We communicate regularly with our Cedar Grove community through our weekly email blast, class dojo, remind, and web pages, to provide up-to-date information about school events, programs, student achievement, and the curriculum. An open dialogue between our school, the home, and community occurs during parent/teacher conferences, School Orientation Day, PTO Meetings, Visit the School Night, and special school wide and classroom events. Cops and Cookies, GREAT and AIE programs are examples of community partnerships.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Cedar Grove Elementary School utilizes a variety of surveys during the school year. The surveys are completed by parents, teachers, and students. The results are used to address educational needs, school goals, teacher/parent feedback, and student needs of all parties involved. The data is useful and greatly appreciated. We constantly look to enhance every aspect of school life.
Facilities:	Cedar Grove Elementary School is one of twelve elementary schools which comprise the Toms River Regional School District. At Cedar Grove, we educate approximately 760 students in kindergarten through grade five with a professional and support staff of over 80 people. For forty-seven years the Cedar Grove Elementary School has stood in our community. The improvements scheduled within the referendum will greatly enhance the structure with the main projects being paving and air conditioning the entire facility.
School Safety:	Cedar Grove Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. A keyless entry point allows staff members to enter our school with the use of a key fob. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Cedar Grove Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.

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Technology and STEM:	In 2017-18, the district upgraded the building-to-building WAN network to 1 Gb for all locations with a 10 Gb connection between our two data centers. There are 1 GB Internet circuits in each data center providing resiliency from potential outages. All ed spaces have WiFi access for district and BYOD devices. The district utilizes Google Apps. Cybersecurity has seen the addition of programs to monitor network activity with upgraded firewalls. STEAM activities are scheduled district-wide around Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by the Supervisor of EdTech and a Web Developers at each building. Tech courses focus on applications and the maker mindset. Opportunities are expanded and enhanced through grants and foundations. Approximately half of the $515,699 raised in the 17-18 school year went to STEAM and tech initiatives.
Early Childhood Education:	The Early Learning Center emcompasses programs for children with special needs. At the Early Learning Center, we educate approximately 150 children with from ages 3-5. The eleven classrooms include general education/inclusion, preschool disabled, and preschool autism. The Early Learning Center has 54 staff members including teachers, paraprofessionals, secretaries, and related service provideres.

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Other Information:	Cedar Grove Elementary School recognizes that future academic success depends upon a solid foundation in reading. Our students benefit from systematic instruction in phonics and rich experiences with authentic literature to help them move confidently into the world of written language. Teachers collaborate to share ideas and create workshop model lessons in order to implement the language arts program most effectively. Our teacher's efforts produce enthusiastic readers who respond to story selections of various genres through writing. Ongoing activities include older children working alongside younger children, completing cooperative writing projects that build skills and promote positive student relationships. Mathematics instruction emphasizes everyday applications, meaningful problem solving, reasoning, and mathematical communication. We focus on mathematical thinking and writing. We challenge our students to explain their responses and show how they arrive at their answers. Children must be able to think clearly, understand alternative processes, work cooperatively, and communicate ideas in mathematics, if they are to be successful in life and future careers.