NJ SCHOOL PERFORMANCE REPORT

CEDAR HILL SCHOOL
(35-0350-070)
Grades Offered: KG-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	SOMERSET
District	BERNARDS TWP
Principal Name	MR. CIEMPOLA
Address	100 PEACHTREE ROAD BASKING RIDGE, NJ 07920
Phone Number	(908)204-2633
Email Address	pciempola@bernardsboe.com
Website	http://cedarhill.bernardsboe.com
Twitter	https://twitter.com/BernardsTwpCHS

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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	83	84	74
1	84	85	88
2	96	90	94
3	126	96	98
4	107	134	104
5	115	105	134
Total	611	594	592

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	43.9%	44.9%	45.4%
Male	56.1%	55.1%	54.6%
Economically Disadvantaged Students	2.6%	2.2%	1.9%
Students with Disabilities	16.5%	16.5%	15.7%
English Learners	0.5%	1.2%	1.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	69.7%	66.5%	63.2%
Hispanic	5.7%	6.9%	7.1%
Black or African American	1.5%	1.5%	1.4%
Asian	20.0%	21.4%	24.2%
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%	3.7%	4.2%

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	83	84	74

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	87.8%
Chinese	4.7%
Spanish	1.9%
Russian	1.2%
Tamil	1.0%
Other Languages	3.4%

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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	71.5	48	50	Exceeds Standard	62	54	50	Exceeds Standard
White	70.5	45	50	Exceeds Standard	62.5	51	51	Exceeds Standard
Hispanic	56	46.5	49	**	45	42.5	48	**
Black or African American	*	27	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	80	54	61	Exceeds Standard	70	61	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	43	49	**	*	45	51	**
Economically Disadvantaged	*	49.5	48	**	*	52	47	**
Students with Disabilities	50	39	41	Met Standard	45	48	43	Met Standard
English Learners	*	56.5	54	**	*	62	51	**

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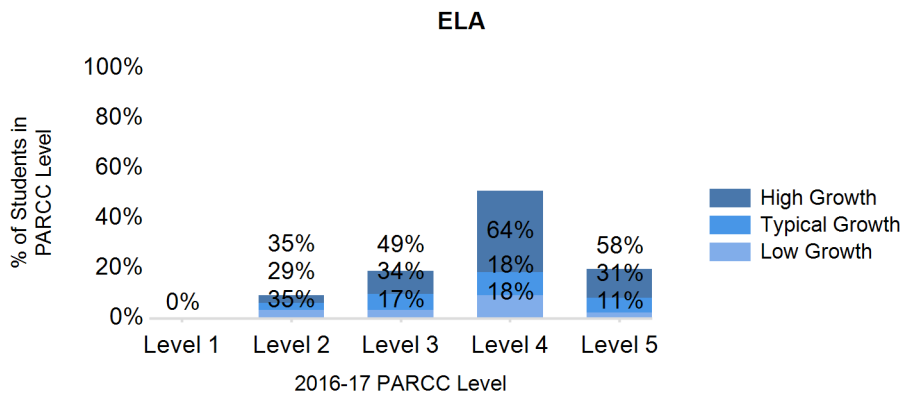
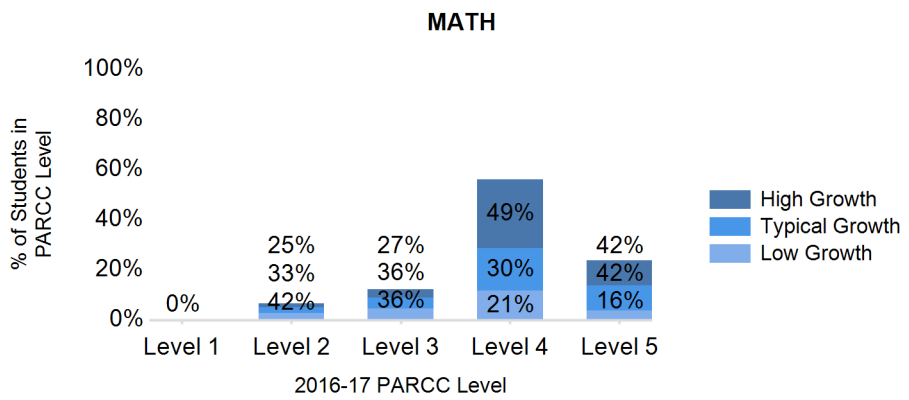
Student Growth by Performance Level

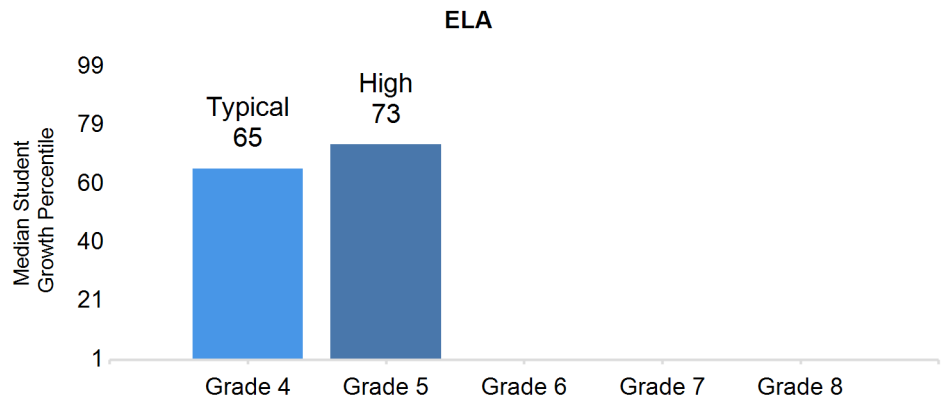
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

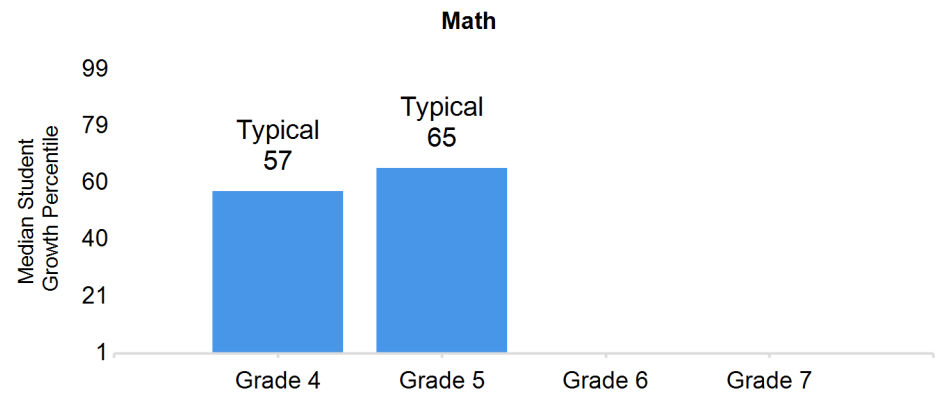




Student Growth by Grade

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	291	88.4	72.2	79.6	56.7	67.0	63.5	Met Target
White	185	84.9	73.0	76.0	65.6	65.2	59.9	Met Target
Hispanic	16	77.3	56.3	68.5	42.5	45.0	64	Not Met
Black or African American	*	*	*	42.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	75	98.7	77.4	89.4	82.3	77.4	80	Met Target†
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	86.2	63.4	*	**	**
Female	130	88.1	83.0	86.4	64.5	76.8		
Male	161	88.6	63.4	73.2	49.4	59.0		
Economically Disadvantaged Students	*	*	*	43.2	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	80.1	67.5	*		
Students with Disabilities	62	92.8	37.1	37.1	21.6	36.1	45.9	Met Target†
Students without Disabilities	229	87.3	81.7	86.8	63.9	74.8		
English Learners	*	*	*	65.0	27.3	*	**	**
Non-English Learners	*	*	*	79.9	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	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	89	761	767	750	*	11%	20%	*	*	64%	52%
White	53	762	761	759	*	*	21%	*	*	68%	61%
Hispanic	*	*	758	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	27	762	778	777	*	*	*	*	*	59%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	33	774	772	756	*	*	*	*	*	79%	57%
Male	56	753	762	744	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	89	761	*	762	*	11%	20%	*	*	64%	64%
Students with Disabilities	22	743	740	719	*	*	*	*	*	36%	24%
Students without Disabilities	67	767	772	756	*	*	*	*	*	73%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	774	778	756	*	*	22%	36%	35%	71%	58%
White	58	769	773	764	*	*	28%	40%	28%	67%	68%
Hispanic	*	*	761	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	799	792	782	0%	0%	*	*	*	95%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	40	773	785	762	*	*	*	43%	33%	75%	63%
Male	49	774	771	751	*	*	*	31%	37%	67%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	13	753	*	726	*	*	*	*	*	38%	25%
Students without Disabilities	76	777	*	762	*	*	*	*	*	76%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	89	774	*	759	*	*	22%	36%	35%	71%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	778	776	755	*	*	13%	55%	27%	82%	58%
White	73	776	773	763	*	*	*	60%	22%	82%	68%
Hispanic	*	*	762	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	30	789	*	780	0%	0%	*	*	*	90%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	58	787	782	762	*	*	*	*	*	93%	66%
Male	54	769	770	749	*	*	*	*	*	70%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	22	739	*	724	*	*	*	*	*	41%	22%
Students without Disabilities	90	788	*	762	*	*	*	*	*	92%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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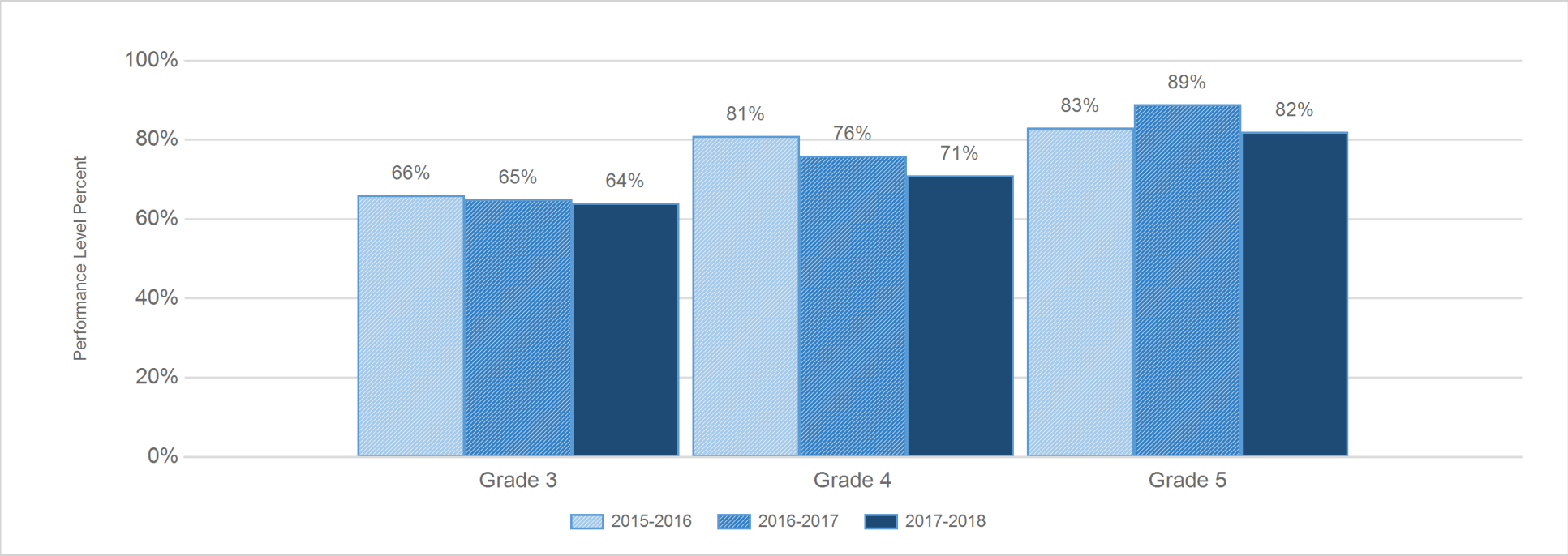
English Language Arts/Literacy Assessment - Performance Trends

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	292	88.7	79.1	77.2	45.0	73.7	65.4	Met Target
White	187	85.8	78.7	72.0	54.1	70.9	59.9	Met Target
Hispanic	16	77.3	50.0	58.1	29.2	40.0	49	Met Target†
Black or African American	*	*	*	53.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	75	98.8	89.3	91.6	77.0	89.3	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	85.3	53.0	*	**	**
Female	131	88.8	82.5	77.7	46.0	76.8		
Male	161	88.6	76.4	76.6	43.9	71.1		
Economically Disadvantaged Students	*	*	*	39.5	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	77.6	55.9	*		
Students with Disabilities	62	92.8	46.8	35.2	17.1	45.5	45.9	Met Target†
Students without Disabilities	230	87.7	87.9	84.2	50.5	80.8		
English Learners	*	*	*	73.3	24.6	*	**	**
Non-English Learners	*	*	*	77.3	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	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	90	772	776	752	*	*	11%	47%	36%	82%	53%
White	54	772	768	760	0%	*	*	48%	33%	81%	64%
Hispanic	*	*	754	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	27	779	793	780	*	*	*	41%	44%	85%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	34	776	774	752	*	*	*	59%	32%	91%	53%
Male	56	770	777	751	*	*	*	39%	38%	77%	53%
Economically Disadvantaged Students	N	N	*	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	90	772	*	762	*	*	11%	47%	36%	82%	66%
Students with Disabilities	22	757	759	730	*	*	*	*	*	55%	29%
Students without Disabilities	68	777	779	756	*	*	*	*	*	91%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CEDAR HILL SCHOOL
(35-0350-070)
Grades Offered: KG-05
2017-2018

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

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	89	770	776	748	*	*	16%	56%	21%	78%	49%
White	58	768	770	755	*	*	17%	*	*	78%	60%
Hispanic	*	*	758	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	20	786	791	774	*	0%	0%	*	*	95%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	40	765	778	748	*	*	*	*	*	75%	50%
Male	49	775	773	748	*	*	*	*	*	80%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	13	757	*	725	*	*	*	*	*	54%	22%
Students without Disabilities	76	773	*	753	*	*	*	*	*	82%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

CEDAR HILL SCHOOL
(35-0350-070)
Grades Offered: KG-05
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	113	771	775	748	*	*	12%	56%	24%	80%	49%
White	74	765	767	756	*	*	*	62%	16%	78%	60%
Hispanic	*	*	755	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	30	790	*	777	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	59	774	775	749	*	*	*	58%	25%	83%	50%
Male	54	767	775	747	*	*	*	54%	22%	76%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	22	734	*	726	*	*	*	*	*	36%	20%
Students without Disabilities	91	779	*	752	*	*	*	*	*	90%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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(35-0350-070)
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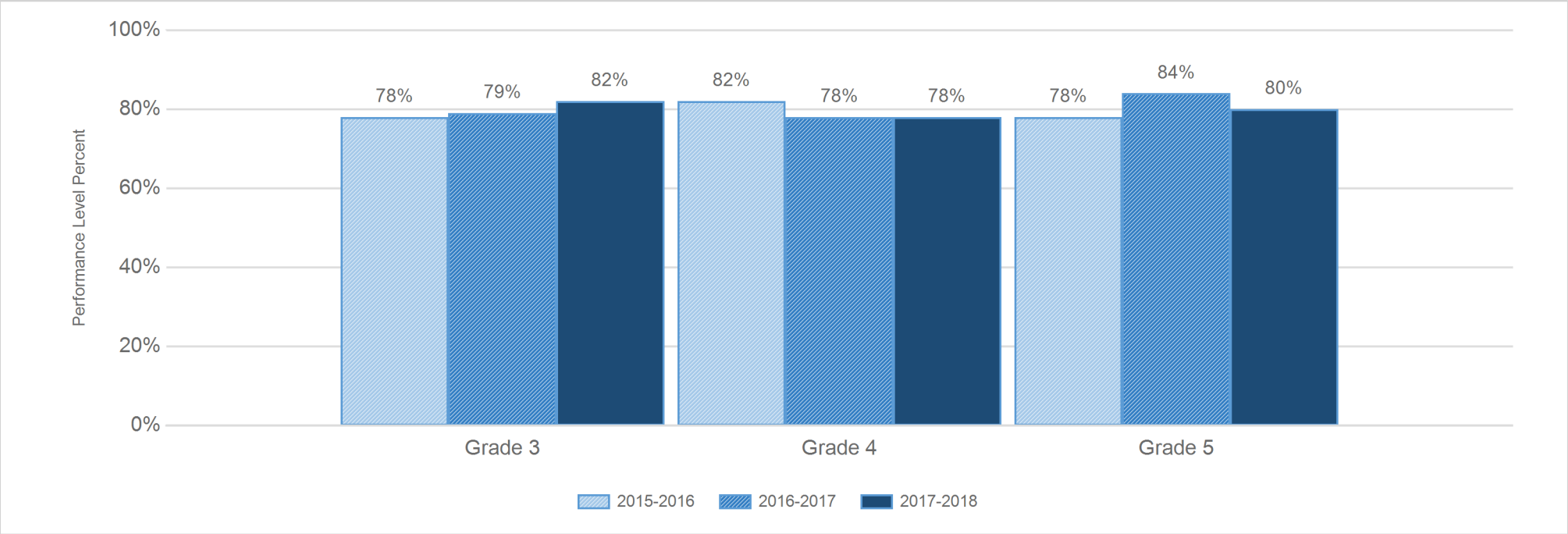
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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.

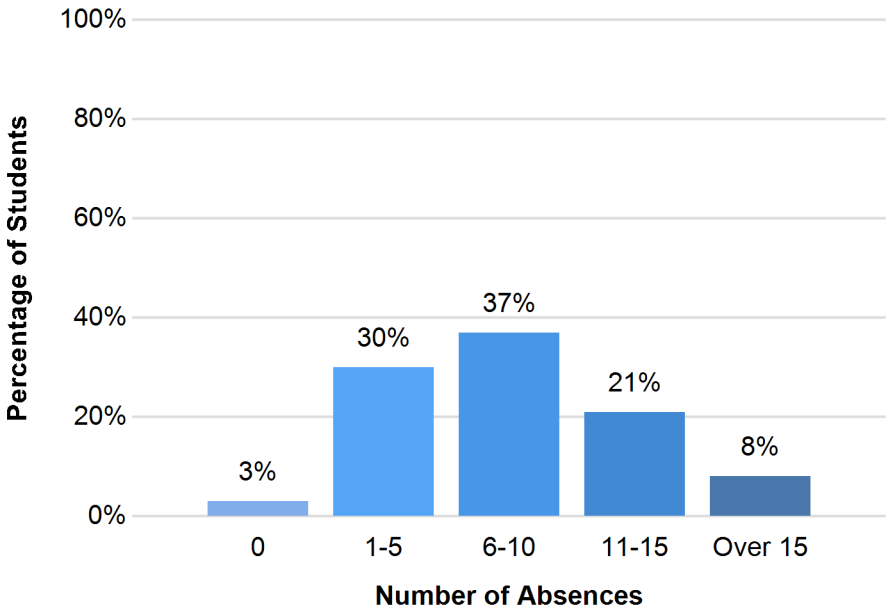
Chronic Absenteeism

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	22	3.7	8.9	Met
White	9	2.4	8.9	Met
Hispanic	4	9.3	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	6	4.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Met
Economically Disadvantaged Students	2	18.2	**	**
Students with Disabilities	4	4.3	8.9	Met
English Learners	*	*	**	**

Days Absent

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



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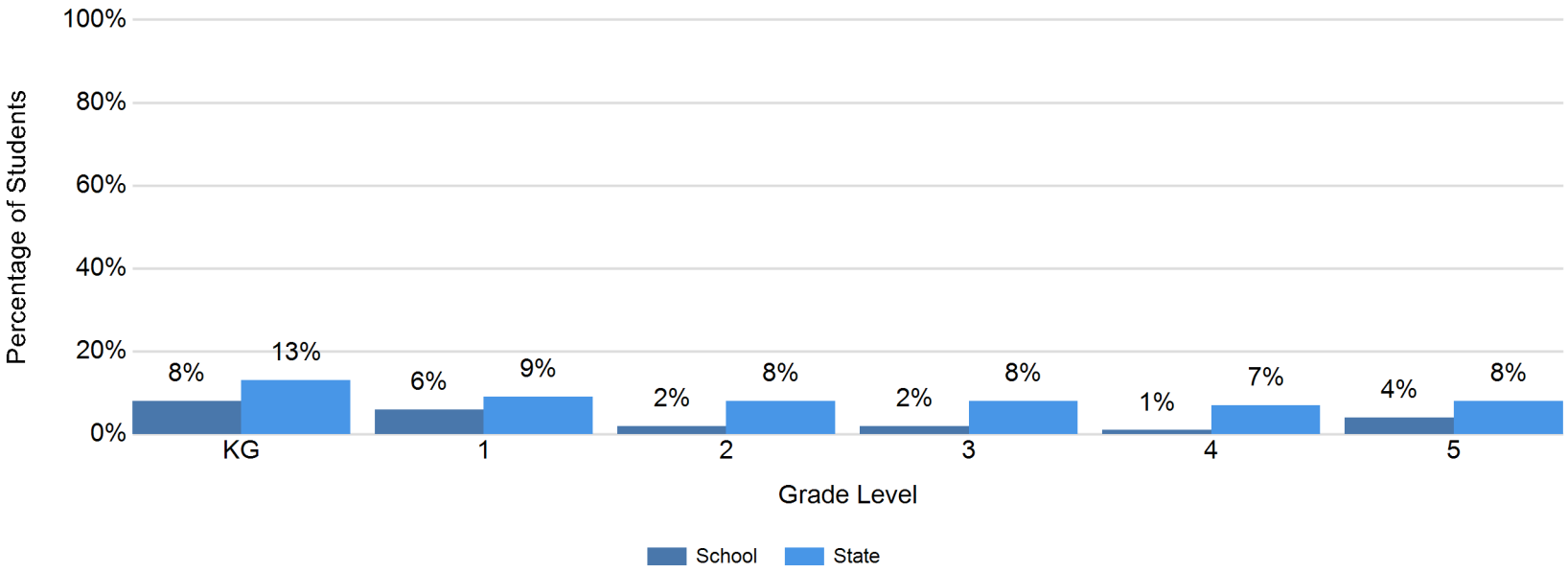
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 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)	$253	$14,328	$14,581

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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	61	117,464
Average years experience in public schools	9.1	12.0
Average years experience in district	9.1	10.7
Teachers in district for 4 or more years	77.0%	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	32	9,374
Average years experience in public schools	12.0	16.0
Average years experience in district	12.0	12.0
Administrators in district for 4 or more years	93.8%	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	10:1	11:1
Students to Administrators	118:1	170:1
Teachers to Administrators	12:1	15:1
Students to Librarians/Media Specialists		906:1
Students to Nurses		680:1
Students to Counselors		302:1
Students to Child Study Team		286:1

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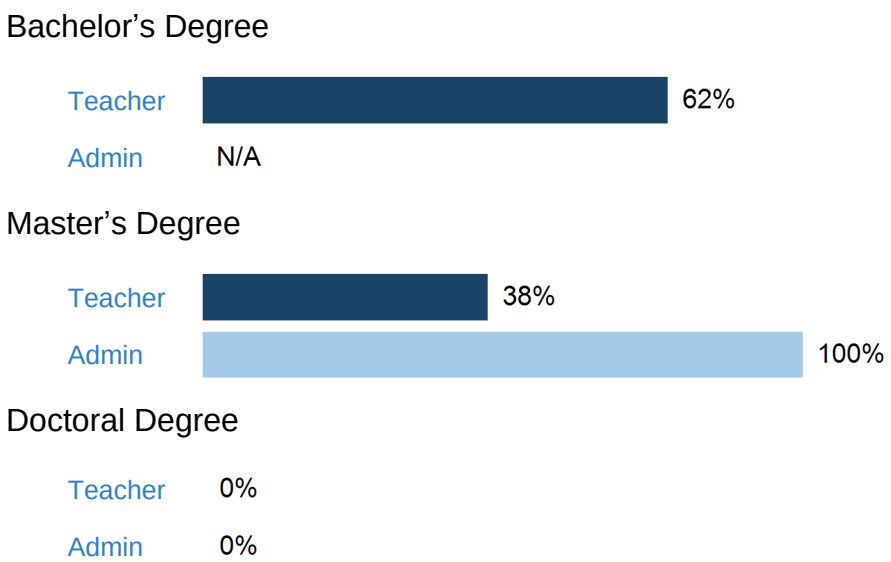
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	96.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.9%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.5%	60.0%
Male	11.5%	40.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	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		

NJ SCHOOL PERFORMANCE REPORT

CEDAR HILL SCHOOL
(35-0350-070)
Grades Offered: KG-05
2017-2018

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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	58.29	17.5%
Mathematics Proficiency	84.72	17.5%
English Language Arts Growth	95.62	25.0%
Mathematics Growth	81.13	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	75.06	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.47	n/a
Summative Rating: Percentile Rank of Summative Score	91.53	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	Exceeds Standard	Exceeds Standard	**	Met	No
White	80.58	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Not Met	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	67.66	14.08	No	Met Target†	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	77.90	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Cedar Hill was recently ranked 52 of 100 top elementary schools on niche.com. • 97% of parents rate our teachers as excellent and report feeling very comfortable contacting their child's teacher. • 95% of parents feel that our school staff encourages students to recognize and respect each other's differences.
Mission, Vision, Theme:	Cedar Hill School is a Kindergarten through fifth grade building with a faculty and staff who are committed to providing students with a challenging educational program that develops their natural abilities, addresses individual learning styles, promotes social/emotional growth, and develops resilience as learners. It is a child-centered school where stakeholders work interdependently to create an exciting learning environment where students are actively engaged in "rigorous and relevant" work.
Awards, Recognition, Accomplishments:	Recently, Cedar Hill Elementary School was ranked number 52 of 100 top elementary schools in New Jersey on the website niche.com.

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Courses, Curriculum, Instruction:	Cedar Hill's language arts program builds comprehension, fluency, and vocabulary through fiction and nonfiction, guided reading/writing, and workshops models. Teachers implement guided math through GO MATH. Science is based on Next Generation Science Standards. Via TCI online Social Studies Alive! Students explore connections between their lives and the past/present world. Students study art, music, computer/library technology, physical education, health, and a gift-and-talented math program.
Sports and Athletics:	Cedar Hill students participate in physical education twice a week. Students learn about their bodies, the importance of physical activity for their health, and good sportsmanship. Cedar Hill offers three seasons of after-school intramural activities for its students.
Clubs and Activities:	Cedar Hill has a student council for its third, fourth, and fifth graders. Cedar Hill's fifth graders may join the yearbook committee and drama club. Drama club produces an annual musical. Music opportunities include band, chorus, and orchestra. Fourth and fifth graders may join our peer mentor program working with special education students. Character Crusaders focuses on building empathy through social and character skill building. We offer a variety of fall and spring mini unit courses.

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Before and After School Programs:	Cedar Hill offers before- and after-school care for its students. This is a subscription service starting at 7:00 AM and running until school begins. After-school care begins immediately after school ends and runs until 6:00 PM. This service is run in-house by teachers, instructional aides, and high school students. Students have snacks, work on homework, play games, and play on the playground under supervision.
Staff and Professional Learning:	Cedar Hill's ScIP committee meets monthly to discuss and plan for professional development needs. In conjunction with the district professional development committee, faculty and staff members participate in district staff-college courses, hear guest speakers at in-service workshops, and attend in-district and out-of-district workshops. Faculty members turnkey new strategies and methodologies learned at grade-level meetings, faculty meetings, staff college, and other district inservices.

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Student Supports and Services:	Student supports include a school counselor. Cedar Hill has 504 and I&RS committees. Based on need, students access ESL, mathematics and literacy supports, a gifted-and-talented program, and special services including speech, occupational and physical therapies via the child-study team. Grade one students were assessed for dyslexia. Starting in the 17-18 school year, students in need participate in the WIN (What I Need) program, practicing early literacy phonemic awareness and phonics skills.
Student Health and Wellness:	The school counselor works with students, groups, and whole classes for impromptu counseling, and planned lessons on a variety of age appropriate topics. Teachers hold morning meetings to build empathy in students, reduce stress, build resilience, and treat one another respectfully. Monthly whole-school assemblies explore character traits. Students bring daily snacks and can purchase/bring a lunch. Families can apply for free/ reduced lunch. Families dine with children at Family Dining Program.
Parent and Community Involvement:	Parent and community involvement is strong at Cedar Hill. Teachers regularly have parents volunteer in classrooms during centers or to assist with various activities. Parents help chaperone field trips on different grade levels. The PTO provides funding for cultural assemblies, guest authors, social events, and fundraising events all to enhance students' experiences at Cedar Hill. Via the PTO, parents serve on event committees and represent constituents on a Parent Advisory Council.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers As part of our district goal on improving student social, emotional, health and well-being, all stakeholders were surveyed. The surveys contained NJDOE mandated questions and another section with locally developed questions. Survey results showed overall parent satisfaction with the levels of instruction. When parents commented on the best of Cedar Hill, common themes were a warm and friendly “family” environment, an amazing teaching staff, and our school’s promotion of good character.
Facilities:	Cedar Hill’s original building was constructed for an opening in 1958. Two additions added a gymnasium, classrooms, and storage. All teaching areas contain interactive LCD projectors. There is air conditioning in regular and small-group classrooms, offices, and library. The library was renovated 6 years ago and the playground added additional equipment, basketball hoops, a storage shed, and an outdoor fountain. The cafeteria is being renovated including 20 round tables and a commissioned mural.

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Other Information:	Cedar Hill Elementary School is a Kindergarten through fifth grade school currently serving about 550 students. There are 93 faculty and staff members. A typical school day consists of instruction in English language arts, mathematics, and content, (social studies, science, health, Latin). Latin is taught in grades 4 and 5. Students have one special-area classes each day: physical education, music, art, computers, and library. Students have lunch, recess, and snack daily. Cedar Hill students in grades 3-5 have one-to-one technology via Chromebooks. Grades K, 1, and 2 have 4-5 Chromebooks in each class often utilized in centers. Cedar Hill has a thirty-minute zero period built into its schedule for teachers to hold morning meetings including Project Morning with their classes. During the 17-18 school year, there were four Kindergarten through fourth-grade classes. Fifth grade had six classes. There are six self-contained special education classes: 2 LLD, 1 ABA (autistic), and 3 BD (behavior disabilities) classes. Parent communication occurs through email and phone calls, as well as electronic Friday Folder newsletters and monthly teacher newsletters. In addition, teachers utilize websites and a parent portal for report cards and attendance. The school maintains a building website linked to the district and the PTO maintains its own site. Cedar Hill conducts monthly school-wide assemblies as an opportunity to bring the entire school population together to focus on character traits, celebrate students' accomplishments, recognize student and staff members' birthdays, and to highlight important awarenesses. Cedar Hill students, primarily the Character Crusaders, have taken more and more ownership in conducting these assemblies.