

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Donald Seeley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cedar Hill Preparatory School

(As it should appear in the official records)

School Mailing Address 152 Cedar Grove Lane

(If address is P.O. Box, also include street address.)

City Somerset State NJ Zip Code+4 (9 digits total) 08873-5208

County Somerset

Telephone (732) 356-5400 Fax (732) 356-5409

Web site/URL http://www.cedarhillprep.com E-mail info@cedarhillprep.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Nandini Menon E-mail nmenon@cedarhillprep.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Franklin Township Tel. (732) 873-2400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Karen Yurman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	19	39
K	9	15	24
1	6	13	19
2	5	14	19
3	14	14	28
4	14	13	27
5	18	17	35
6	14	11	25
7	10	6	16
8	11	12	23
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	121	134	255

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 70 % Asian
 - 25 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2015	261
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas): Hindi, Urdu, Punjabi, Tamil, Telugu, Tagalok, Russian, Turkish, Arabic, Malayalam, Gujarati, Sindhi, Marathi, Kannada, Bengali, Spanish, English, Mandarin Chinese, Japanese, Taiwanese, French, German

English Language Learners (ELL) in the school: 72 %
183 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 3 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 6 Specific Learning Disability
- 2 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 12
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	8
Classroom teachers including those teaching high school specialty subjects	26
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
- If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Our Mission is to empower students to reach their unique potential socially, physically, intellectually and emotionally. Our nurturing environment fosters partnerships between families and school.

PART III – SUMMARY

September - Exuberant greetings abound as students and their families are warmly ushered back to Cedar Hill Prep (CHP). Soon, students gather in the gym in eager anticipation of the day's mission. Each student will be assigned to a House for the year, Cherokee, Lenape, Ramapo, or Shawnee, which provide the organizational structure for the community. There is excitement as students' names are called out. Everyone cheers as each new member joins their group, inaugurating the annual traditions of intramural activities, games, and mentorship across grades.

The CHP connection among administrators, teachers, students, and parents is evident from the moment one walks onto the campus. The vibrancy of the environment, the connectivity among the members is evident in the spirited interactions between every member of the School's community. There is an overall sense of warmth and engagement.

CHP believes the educational environment is key to harnessing each child's unique traits. Children learn best in a safe, caring, and nurturing environment that inspires young minds to achieve academic and personal excellence within the context of a strong, team-oriented community. CHP sows the seeds of curiosity, love for knowledge, and the will to engage socially such that every student has a sense of identity and purpose in life.

The curriculum is designed to provide visible learning outcomes and maintain flexibility. Small class sizes and differentiated instruction have proven to be very effective in student learning. Student performance is evaluated and benchmarked against the curriculum. Accommodations are made as necessary. Students of CHP have consistently been in the top ten percentile of the nation for the last ten years (based upon standardized test scores of the TerraNova Multiple Assessment, 3rd edition).

CHP is located in Somerset, NJ (population 24,000 people), close to Rutgers University, award winning hospitals, and major highways. It is home to many technology companies, manufacturers, and warehouses. Somerset's diverse ethnic community, comprised mostly of professionals who value a good education, includes Caucasians, African Americans, Hispanics, and Asians. Twenty-one percent of the residents are foreign born. True to the trends in the United States, Somerset's and Central Jersey's fastest growing sub group among the school age population are the English Language Learners (ELL). CHP's vibrant community embodies diversity, unity, and cultural immersion. As its members are representative of over 25 countries, they embrace these cultural differences and are curious to imbibe, immerse, and understand the world. This integral part of the CHP culture is reflective of its curriculum.

Founded in 2003 as a Preschool, CHP's framework was built on the premise that an academically challenging early childhood education serves as a foundation of success in later years. By 2006, the School had reached its full capacity at its original location. Encouraged by the unanimous appeal of parents, the owners decided to buy a nine acre property with a vision to build a state of the art Elementary School. Ready in February 2007, the school was christened Cedar Hill Prep. The School's educational model, direct explicit instructional methods, student performance, and affordability was so distinct that the parent community expressed that, in the best interest of the students, the School expand to Grade Four and eventually Grade Eight. Thus, the Middle School building was built and inaugurated in 2013.

As of January 2016, CHP is a Preschool through Grade Eight federally recognized International School with 255 students. The premise of the School is that the brain is neuroplastic. Therefore, the academic successes of the children are directly correlated to their cognitive abilities and learning styles. Structuring explicit instruction with a differentiated approach promotes retention and mastery of content. The School also believes that the social and emotional needs of a child greatly impact academic success, well being, and life experiences. Small class sizes, teacher student interactions, peer mentorship, and partnership with parents have ensured and empowered CHP students such that their happiness quotient is high.

As students advance through their school years, the rigorous and broad curriculum provides for a seamless transition. The objectives of the curriculum include mastering the concepts and skills specific for each area

of study, practicing logical reasoning, experimenting with new ideas, making judgments, problem solving, using creative solutions, and attaching meaning to what is learned. CHP students are taught in a framework wherein they develop as independent learners with strong executive functioning skills, celebrate individual successes, and develop teamwork skills.

CHP believes that students thrive in a structured environment which optimizes their learning experience. Students are taught time management, organization strategies with the use of daily planners, and, starting in Grade One, students use the Cornell Note Taking Method to promote their cognition and study skills. Common Core Curriculum Standards, Next Generation Science Standards, and the National Council of Social Studies C3 framework are used as the curricular foundation; then the learning goals are built to exceed the requirements of these standards.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core Curriculum- The CHP curriculum is built upon the foundational belief that children are part of the global community. Cultural diversity is embraced and serves to guide and enrich the School's commitment to provide a multicultural education.

Reading Program - Students are introduced to a wide range of literature with a focus on encouraging and developing a community of critical thinkers who can successfully engage in the world. At each level, students are provided insight into the global community as reading skills are developed in a sequential and seamless manner. Through this process, they are taught to interact with the text; to not only determine what the text explicitly says but to make logical inferences and relevant connections; for reflection to become intrinsic. Scaffolding techniques are incorporated to accommodate students' different learning styles. In the Lower Elementary School, the Literature Program includes classic literature, basal readers, as well as a Leveled Guided Reading Program. By Third Grade, students are engaging in studies of novels. This sets the groundwork for the literature circles that are student-lead in Middle School. Technology is infused throughout the grade levels, including writing blogs, researching, and creating reports utilizing various online software packages.

Language Arts is integrated seamlessly through the grades and across the curriculum. The goals are to help students develop excellent written and oral communication skills. Grammar, spelling, vocabulary, phonics, and penmanship programs are vital to developing strong communicators and are essential components of the CHP Language Arts program.

Writing – Effective communication is at the heart of all writing. An interdisciplinary approach begins in First Grade as students are taught to effectively communicate their thoughts and ideas in a concise, clear paragraph format. Using a Writer's Workshop model, students are guided through the stages of writing as they explore different forms and techniques that guide them to explore and publish four major writing projects: personal narratives, expository texts, opinion pieces, and poetry.

Math – The Singapore Math Program is used throughout the School to ensure the systematic development of concepts incrementally from grade to grade. Singapore Math's Five-Star Framework focuses on processes (through reasoning and modeling); concepts that are algebraic, statistical and analytical; skills (through manipulation, calculation, and measurement); attitudes (by building confidence and persistence); and metacognition by teaching students to monitor their own learning and correcting mistakes for resubmission. This practice is critical for students to address areas of difficulty during formative assessments and conquer them before summative assessments. Diverse learning styles are supported with the use of graphs, models, manipulatives, games, computer software, and various problem solving strategies that include organized lists, looking for patterns, and creating models or diagrams.

Science – The study of Science at CHP is a fully integrated curriculum including online and print text sources, interactive notebooks, and journals. Students are provided abundant opportunities to conduct hands-on investigations in the life, earth, and physical sciences, to learn how to research and read for information, and to collect and organize data. At the Elementary level, students learn scientific inquiry and investigation techniques as they develop an understanding of concepts. By Middle School, students are able to connect Science to current events and debate issues. ISTEM (Integrated Science, Technology, Engineering and Math) is used in labs to strengthen 21st Century Skills. In April, Preschool through Grade Eight participate in the school-wide Science Fair that is judged by outside professionals. For the Fair, Middle School students are required to write a thesis about their scientific experiment which includes an abstract with correct citations, experimental design, statistical data, and their research findings.

Social Studies – CHP's Social Studies program enhances the NCSS C3 Framework Curriculum with many interdisciplinary activities across history, civics, and geography, which include multi-cultural studies, racial and ethnic perspectives, political science, map skills, and current events. The interactive curriculum

engages students as they research, read inferentially for information, collect and organize data, and listen to podcasts. Students are immersed in their learning by holding mock elections and debates; First Graders create a factory that makes retail products to support the local food pantry. In February, the student body performs for the parent community as a Living History Museum that celebrates African-American contributions to our society.

CHP believes a nurturing program that fosters emotional, social, and cognitive skills through a scaffolded learning environment of structured and unstructured experiences is imperative in Preschool. Pre-literacy skills are taught with direct explicit instruction in phonemic awareness, alphabet principles with speech/sound correlations. In addition students are taught number sense, numeration, Social Studies and Science as they apply to daily life.

Students are integrated into the school-wide curriculum with classes in World Language, Art, Music, Guidance, Technology, Gym, and CHP special events. These become the building blocks that allow a fluid transition into Kindergarten and the Lower Elementary School.

2. Other Curriculum Areas:

CHP is committed to educating the whole child, and therefore provides students with a rich array of “Specials.” From the youngest learners through Middle School, the School offers Spanish and French languages with cultural immersion, Art, Music, Physical Education, Technology, and Guidance.

Physical Education – The Physical Education program at CHP promotes the intellectual, social, emotional, and physical development of all students. CHP provides students with the fundamentals, knowledge, and basic skills multiple times each week to maintain an active and healthy lifestyle. Students participate in activities that include movement education, fitness, cooperative games, as well as individual and team activities. Middle School students participate in soccer and basketball leagues. CHP’s Physical Education goal is for every student to gain knowledge of the human body and to maintain a healthy lifestyle in the future. The program culminates at the end of each year with Junior Olympics, a sports competition celebrating individual and House achievements.

World Languages – Cedar Hill Prep is in compliance with the program’s foreign language requirements. World Language plays an important part in the education of all students at CHP with the primary goal being to develop an appreciation and understanding of other cultures and produce effective communicators, as outlined in the NJ Common Core and ACTFL standards. Students are introduced to French and Spanish through listening, speaking, reading, and writing skills. World Language instruction begins in Preschool once a week for 45 minutes, progresses in Elementary School with two periods per week and culminates in Fourth Grade through Middle School with three periods a week. Lower grades enjoy learning through music, singing songs and traditional nursery rhymes, dancing, miming, and using puppets to tell stories. Middle School students use a textbook based course which targets grammar, speech, reading fluency, and includes cultural immersion. All students in Grades Six, Seven, and Eight take the National Spanish Honor Exam at the end of the year and receive Honors including Gold, Silver and Bronze.

Fine Arts – The Fine Arts curriculum is founded on the belief that all students have an opportunity to exhibit their individuality, culture and talent. Students are able to freely, without criticism, express themselves through their artwork with varying levels of complexity, which are a reflection of themselves. The Performing Arts program prides itself on establishing each student as an equal. Students can pursue singing, play instruments such as the piano, guitar, violin, or saxophone, or they can become technicians and engineers, learning to create and mold sound using synthesizers and computer programs. Some performers act at a professional level, while other students create through written text, dance, and storytelling. All students, from Preschool through Grade Eight, participate in Music and Art classes weekly. The CHP Music program is a unique student-driven arts experience. Drama is taught as a stand alone art and is infused into the curriculum. Students from Preschool through Grade Eight participate in two performances each school year, in fall and spring. Students use Theater as an interdisciplinary form of expressing content as they study playwrights. Each spring, Middle School students participate in the annual Shakesperience Festival, designed to provide students with an interactive Shakespearean experience as actors and audience

members.

Technology -The main goals of CHP in the area of technology are to introduce media and technology as effective tools to enhance critical thinking skills, as well as to foster digital citizenship as it is an integral 21st century skill. Technology Lab classes begin in Lower Elementary School with hardware recognition, vocabulary, and keyboarding skills. Computer proficiency skills continue to evolve by learning teacher-led apps and new software applications. As the grades progress, technology classes help provide for a seamless transition and integration in supporting content comprehension with audio visual material, graphic representations, and interdisciplinary connections with research tools. Leading into Middle School, students are taught digital citizenship, interactive curriculums, blogging, coding, and strategies for creating presentations in a variety of electronic formats. Students use school computers as well as their own personal devices. All students from Grade One through Grade Eight participate in Technology class weekly.

Guidance - CHP is committed to developing social skills and a positive attitude. The Guidance Counselor meets with students from Preschool through Grade Eight to help them transition into school routines. Older children meet in smaller “Lunch Bunch” groups to discuss specific issues of concern. By Middle School, students feel comfortable enough that they reach out to the Guidance Counselor on an as needed basis. At all levels, students are given strategies about how to interact with other students, to recognize and deal with conflict in a healthy manner.

3. Instructional Methods, Interventions, and Assessments:

Beginning with First Grade, a unique feature of CHP is that teachers are specialists in their instruction/curriculum areas. Classrooms are designed and equipped with materials and tools for the specific subjects. This enables superior instruction with specialized content and differentiated instruction. Students from First until Fourth Grade visit the grade specialists in their classrooms, one for Language Arts/Social Studies and one for Math/Science. By Fifth Grade, students visit individual subject classrooms and learn from educators who are specialized in each academic discipline. This has been key to students’ achievement and the high level of proficiency demonstrated in all four core subjects.

Cedar Hill Prep utilizes a strong basal curriculum that includes textbooks, workbooks, and assistive technology. The instruction is multimodal – explicit instruction, multiple representations of content to support multisensory learning, and homework assignments to assess effectiveness of teaching and student comprehension. Walking through the halls of CHP on any given day, one notices students engaged in lively classroom discussions, some creating works of art to support their Math lessons, others racing cars in a classroom to demonstrate principles of Physics. There are also perfectly quiet classrooms filled with students deeply focused on “doing their best work” as they complete formal assessments. This mix of very active learning coupled with a focused, serious studiousness is key to the School’s high performance.

Technology education at CHP includes digital literacy, understanding computer etiquette, and internet safety. Project work in the form of podcasts, blogs and teacher/student communication in Google Classroom is effectively used to foster alternate modes of instruction and student assessments. All CHP students participate annually in the nationally recognized Code.org events to practice the coding skills they have learned. CHP also fosters 21st century technology skills beyond NJDOE standards, with technology clubs such as the Verizon Mobile App Challenge, the National Bright Schools Competition, Junior Solar Sprints and the Robotics Club. These opportunities allow the students to excel in the external global community.

Communication is key to student success. CHP uses a portal called Gradelink to enable interactions among parents, administrators, and teachers. Classroom lessons, assignments, tests, projects are all posted in the portal by grade to facilitate transparency, easy interactions, and promote academic progress. Teachers consistently reach out through phone calls, emails, and solicit in-person meetings with parents. Formal conferences are held twice a year for the entire School with students leading the conferences from Grade 3 and up. At the end of the year, Middle School students are given surveys to evaluate teacher instruction and make suggestions to promote better learning outcomes.

CHP seeks to maintain a diverse community of learners with the belief that all students have the potential to excel in academics. All incoming students, from Preschool through Grade Eight, take an assessment test in English and Math in order to derive their baseline proficiency. This enables the teacher to suggest remedies, if needed, prior to students attending school. For students attending midyear, this assessment greatly facilitates benchmarking skills and providing supplemental learning tools.

CHP curriculums are designed to provide visible learning outcomes to meet and exceed national standards. All grade teachers assess students in the beginning of the year to draw the baseline for instruction. Student performance is evaluated throughout the year using formative and summative assessments and benchmarked against a horizontal curriculum map. This helps teachers plan their instruction effectively. Student performance is measured in the following categories – classwork, assignments and projects, homework, cumulative tests, and standardized tests. In addition, students with cognitive weaknesses are evaluated on a modified portfolio, thereby accommodating for their developmental handicaps. CHP curricula are mapped horizontally and vertically so that content and instruction are aligned sequentially.

In the fall and early spring, beginning in Grade One, students have trimester exams in their four core subjects. Then in late spring, students from Kindergarten through Grade Eight are given the TerraNova 3 Multiple Assessment Tests in the four core subjects: English, Math, Science, and Social Studies. These tests measure the individual student's aptitude for content and cognitive skills. The itemized response items for each student enables teachers to see individual comprehension gaps, proficiency levels, and areas that require instructional support across the grade.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

High academic standards are at the core of the CHP culture. The entire CHP community believes in the concept of a growth mindset. Hard work and continued effort lead to success. CHP believes students need explicit instruction in organization skills, time management, note taking, and study skills in order to successfully understand content. The trimester report cards highlight students' progress in each of these areas.

A strong sense of community has always been a top priority at CHP. This is achieved by keeping the School small and focusing on activities that engage the entire student body. Class sizes are maintained at ten to fifteen students per class. A school culture that values inclusion of everyone is promoted through whole school events which include Junior Olympics, Science Fair, Poetry Day, Living History Museum, Holiday and Spring Concerts, Fall and Spring Plays, and traditions such as the Welcome Picnic, Water Play Day, and Family Fun Nights.

The House system at CHP is a unique way to foster a community. Starting with Preschool, all students and staff are assigned a "House." Students are randomly assigned through a drawing of names. Once students are assigned, an election is held whereby students run for leadership roles that help govern the House. Student roles include House Leaders, Assistant House Leaders, House Speakers, Arbitrators, Scribes, Stewards, and Historians. This system promotes a positive school culture, school spirit, sense of ownership, academic and social success, and opportunities for community service.

The CHP school culture creates an inviting environment where teachers feel valued by giving them latitude to enhance their base curriculum with resources and workshops. The culture encourages teachers to build on their strengths and professional expertise. For example, when Fifth Grade Science students learned about changes of matter, the teacher, who is skilled in glass blowing, arranged a trip to a glass factory. Each student was able to blow a glass vessel, thereby connecting theory to practice and providing a real life experience. Teachers are encouraged to work across curricula and form alliances with faculty associates to enhance interdisciplinary learning and enrich the CHP experience.

CHP is a small community where students continue their friendships beyond the classroom. We are told that once they graduate, Alumni still believe their CHP cohorts to be their core friends. Alumni visit the school during their holidays and volunteer in the clubs on a regular basis. The School maintains communication with Alumni using social media and emails.

2. Engaging Families and Community:

CHP begins each year with the Annual Welcome Picnic for all families in September, the week before School formally starts. This is followed by "Back to School Night" when parents are ushered into the classrooms to get an outline of the curriculum and school events for the year. Monthly, educational Family Fun Nights are held in the evenings to foster interaction among families. CHP also hosts parent seminars, High School counseling sessions, and uniform swaps to facilitate the short and long term needs of parents. The PTO organizes yearly events on and off campus which include food drives, fundraising events, golf and baseball outings, the Winter Ball, and book fairs.

CHP realizes that parents are inundated with information and, therefore, has developed a comprehensive communication system that is easy to access. The monthly newsletter, weekly blogs, website, and social media pages share classroom activities, field trips, projects, and accomplishments. The school employs a full time media team to ensure that families are engaged throughout the year.

CHP uses Gradelink as a comprehensive news and academic portal for students and parents to keep abreast of school news, assignments, and grades. Teachers use Gradelink to communicate weekly classroom updates, assignments, projects, study notes, attendance, and grades. In this way, students and parents are

aligned with the daily activities in real time, enabling student support and instructional plans.

CHP Education and Research Foundation was formed to broaden the educational experience for all students, nurture co-curricular activities, expand service learning opportunities globally, create a community garden, enhance student programs, and capitalize on the strengths of the parent community.

CHP seeks to maintain a diverse community of learners, while ensuring the academic success for each student. In order to facilitate optimal learning, students are given an assessment test prior to admission for their Language Arts and Math skills, irrespective of time of entry. This allows the School to craft an educational program that accommodates any shortcomings and customize individualized educational goals.

CHP believes that involvement in the greater community is a vital component of education. CHP students visit the local assisted living facility on a regular basis and perform for them. Their community involvement includes participating in the annual Tour De Franklin to support the local food bank. Middle School students are committed to 5 hours of community service each year. Students are always fundraising to help combat cancer, Huntington's disease, and many other worthy causes.

3. Professional Development:

Professional Development opportunities for CHP employees take place on and off campus and are included in the yearly staff calendar. The school year begins with a full week of Professional Development for all staff members. Cedar Hill Prep arranges for monthly curriculum meetings to facilitate faculty meetings to evaluate and plan as a team during the School year. Professionals in the fields of Technology and Cognitive Skills Development are brought in to educate staff on the latest insights to instructional methods. For three years, an outside consultant from Focused Leadership Solutions provided in-house workshops to enable faculty to evaluate and reformulate the assessment tools in all areas of the curriculum.

This past year, teachers underwent enhanced training for utilizing the SMARTboard and code.org workshops to align with the Technology Standards set forth by the Common Core Curricular Standards and 21st Century Learning Tools. Code.org supported and trained key personnel to hold a Day of Coding that was interactive and engaging for all grades. Teachers also received training in effectively using apps in the classroom such as Voki, Kahoots, Padlet and Google Classroom. Language Arts teachers received training to teach students with Language and Literacy Disorders using multi-sensory curricula and Orton-Gillingham methods. They also attended the Rutgers University Conference for Reading and Writing. A tour of the AIM Institute and related conferences proved valuable for curriculum enhancements to facilitate ELL learners in the 2017 academic year. Each year, the Middle School Science teachers attend a full day of training at Buehler Space Academy to correlate the classroom syllabus with a day trip to Buehler for students to understand Space Science. In addition, they attend the NJ Science Convention to learn more about aligning the curriculum with the Next Generation Science Standards. Educators from CHP also interfaced with members of NASA about current space programs and networked with scientists from around the globe. Math teachers regularly attend workshops conducted by Singapore Math to learn new techniques and hands-on methods to improve Math understanding.

Administrators routinely attend workshops related to Safety, Brain Science, and Leadership Conferences to compliment the school culture, changing demographics, and new research-based educational paradigms. The teaching schedules are modified to support staff development off campus. To date, staff have pursued advanced degrees and certificates in Educational Technology and Special Education.

4. School Leadership:

The Principal is the first to arrive at school daily and sets the tone for CHP. He greets the parents and students at the front door, drafts the morning announcements, and runs morning assembly with all the students. He leads by example, willing to substitute teach or help serve lunch in the cafeteria. He hosts "Coffee with the Principal" once a month for parents to come and voice their questions and concerns. He also has a monthly "Pizza with the Principal" where students join him for lunch and answer questions about their likes, dislikes, and ways they would like to see the School improve.

The Principal creates a safe school atmosphere where everyone treats each other with respect and encourages one another to try their very best. As leader of the “House System,” he generates enthusiasm when he dresses as the “House King” during the annual House Ceremony and conducts the “Swearing in Ceremony” when elected members take their oaths for each House.

The Executive Director/Owner is very active with parents, students, and staff. She teaches Middle School Engineering and Thinking Skills classes and leads the School’s award winning Debate Team. Throughout the year, she holds seminars to address parents’ concerns and presents relevant educational topics which include “Keeping up with Technology,” “Vision Board for your Child,” and “High School and College Applications Forum.” She counsels students to prepare them for SSAT tests by hosting after-school training sessions. In July, she schedules meetings with individual parents to review their student’s performance on the TerraNova tests against their individual itemized responses and helps them map short and long term goals. In order to inculcate shared responsibility, CHP maintains an open-door policy for parents and students.

The Principal and Executive Director both interview, hire, and train all new teachers. They follow a thorough “New Teacher Orientation Training Checklist” and have a seasoned CHP teacher act as a mentor. In addition, there are regular staff meetings and teacher run events which promote teacher leadership within CHP. Everyone at CHP, teachers, students, and parents, have a voice, and their opinions are taken into consideration.

CHP utilizes the Distributive Leadership Model where every teacher and administrator share the same common goals and work together to achieve them. CHP prides itself on being a small school community, where every teacher knows every student by name, and every student is comfortable and empowered to interact with their teachers.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

CHP’s educational program consists of carefully planned and well-executed programs of study that are based on content and learning standards, direct explicit instruction, multiple instructional methods, assessment of student learning, and best practices in education.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Independent

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No X

3. What is the educational cost per student? \$13000
(School budget divided by enrollment)

4. What is the average financial aid per student? \$0

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova Multiple
Assesment Third Edition

Grade: 3

Edition/Publication Year: 2016

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	86
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova Multiple
Assesment Third Edition

Grade: 4

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	95.6
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova Multiple
Assesment Third Edition

Grade: 5

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	95
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova Multiple
Assesment Third Edition

Grade: 6

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	94.5
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova Multiple
Assesment Third Edition

Grade: 7

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	94
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova Multiple
Assesment Third Edition

Grade: 8

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	96
Number of students tested	10
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova Multiple
Assesment Third Edition

Grade: 3

Edition/Publication Year: 2016

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	92
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova Multiple
Assesment Third Edition

Grade: 4

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	90
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova Multiple
Assesment Third Edition

Grade: 5

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTBt

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	87.5
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova Multiple
Assesment Third Edition

Grade: 6

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	93
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova Multiple
Assesment Third Edition

Grade: 7

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	83.5
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova Multiple
Assesment Third Edition

Grade: 8

Edition/Publication Year: N/A

Publisher: McGraw Hill
Education CTB

**Scores are reported here
as:** Percentiles

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	92.5
Number of students tested	10
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: