



CINNAMINSON HIGH SCHOOL
2016-2017

Grade Span 09-12

05-0840-030
BURLINGTON
CINNAMINSON TWP
1197 RIVERTON ROAD
CINNAMINSON, NJ 08077

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 199 | 173 | 201 |
| 10 | 204 | 204 | 178 |
| 11 | 178 | 200 | 204 |
| 12 | 174 | 185 | 197 |
| Ungraded | 8 | 12 | 9 |
| Total | 763 | 774 | 789 |

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 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 49% | 49% |
| Male | 50% | 51% | 51% |
| Economically Disadvantaged Students | 14% | 12% | 13% |
| Students with Disabilities | 16% | 16% | 16% |
| English Learners | 0% | 1% | 1% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 1% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 79.8% |
| Black or African American | 8.1% |
| Hispanic | 5.6% |
| Asian | 3.2% |
| American Indian or Alaska Native | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 3.0% |

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 789 |
| Shared Time Students | 0 |
| Full Time Equivalent | 789 |

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. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 95.7% |
| Spanish | 1.3% |
| Other | 3.0% |



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 341 | 97.1 | 64.50 | 62.70 | 54.90 | 64.5 | 52.7 | Met Target |
| White | 277 | 97.0 | 67.20 | 65.40 | 63.90 | 67.2 | 56.5 | Met Target |
| Hispanic | 17 | 95.8 | 41.10 | 47.30 | 39.80 | 41.1 | N | N |
| Black or African American | 29 | 100.0 | 48.20 | 45.70 | 35.20 | 48.2 | 38.6 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 80.70 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | 10 | 92.9 | 60.00 | 55.30 | 54.90 | 57.1 | ** | ** |
| Female | 162 | 94.6 | 80.90 | 71.50 | 62.20 | 80.1 | | |
| Male | 179 | 99.5 | 49.70 | 54.80 | 48.10 | 49.7 | | |
| Economically Disadvantaged Students | 34 | 100.0 | 35.30 | 44.70 | 36.20 | 35.3 | 29.6 | Met Target |
| Non-Economically Disadvantaged Students | 307 | 96.7 | 67.80 | 65.50 | 65.80 | 67.8 | | |
| Students with Disabilities | 51 | 93.1 | 23.50 | 28.90 | 20.50 | 22.9 | 19.3 | Met Target |
| Students without Disabilities | 290 | 97.8 | 71.70 | 69.00 | 61.90 | 71.7 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 199 | 761 | 761 | 749 | * | * | 25% | 47% | 17% | 64% | 52% |
| White | 159 | 762 | 762 | 757 | * | * | 25% | 50% | 15% | 65% | 62% |
| Hispanic | 13 | 748 | 748 | 733 | * | * | * | * | * | 46% | 35% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 746 | * | * | * | * | * | * | 48% |
| Female | 101 | 770 | 770 | 756 | * | * | 12% | 59% | 21% | 80% | 60% |
| Male | 98 | 753 | 753 | 741 | * | * | 38% | 35% | 12% | 47% | 43% |
| Economically Disadvantaged Students | 26 | 745 | 745 | 731 | * | * | * | 39% | * | 46% | 32% |
| Non-Economically Disadvantaged Students | 173 | 764 | 764 | 758 | * | * | * | 49% | * | 67% | 62% |
| Students with Disabilities | 28 | 728 | 728 | 714 | * | * | * | * | * | 32% | 13% |
| Students without Disabilities | 171 | 767 | 767 | 754 | * | * | * | * | * | 69% | 58% |
| English Learners | * | * | * | 690 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 21% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 168 | 756 | 756 | 743 | 16% | 7% | 14% | 44% | 20% | 64% | 46% |
| White | 130 | 762 | 762 | 749 | * | * | 14% | 49% | 21% | 69% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 34% |
| Black or African American | 18 | 726 | 726 | 725 | * | * | * | * | * | 33% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 74% |
| American Indian or Alaska Native | N | N | N | 740 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 737 | * | * | * | * | * | * | 42% |
| Female | 73 | 776 | 776 | 752 | * | * | * | 49% | * | 82% | 54% |
| Male | 95 | 741 | 741 | 734 | * | * | * | 40% | * | 50% | 39% |
| Economically Disadvantaged Students | 20 | 730 | 730 | 726 | * | * | * | * | * | 40% | 32% |
| Non-Economically Disadvantaged Students | 148 | 760 | 760 | 751 | * | * | * | * | * | 67% | 54% |
| Students with Disabilities | 26 | 702 | 702 | 704 | * | * | * | * | * | 12% | 12% |
| Students without Disabilities | 142 | 766 | 766 | 749 | * | * | * | * | * | 73% | 52% |
| English Learners | N | N | N | 681 | N | N | N | N | N | N | * |
| Non-English Learners | 168 | 756 | 756 | 745 | 16% | 7% | 14% | 44% | 20% | 64% | * |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 710 | N | N | N | N | N | N | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 130 | 727 | 727 | 736 | 29% | 21% | * | 27% | * | 34% | 38% |
| White | 108 | 732 | 732 | 738 | 24% | 19% | * | 30% | * | 38% | 40% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34% |
| Black or African American | * | * | * | 728 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 756 | * | * | * | * | * | * | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 61 | 729 | 729 | 744 | 25% | * | * | 34% | * | 39% | 46% |
| Male | 69 | 725 | 725 | 729 | 33% | * | * | 20% | * | 29% | 31% |
| Economically Disadvantaged Students | 18 | 699 | 699 | 729 | 72% | * | * | * | * | 17% | 32% |
| Non-Economically Disadvantaged Students | 112 | 731 | 731 | 740 | 22% | * | * | * | * | 37% | 42% |
| Students with Disabilities | 30 | 699 | 699 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 100 | 735 | 735 | 741 | * | * | * | * | * | * | 43% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 737 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 24% |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | 19% |
| Military-Connected Students | * | * | * | 723 | * | * | * | * | * | * | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



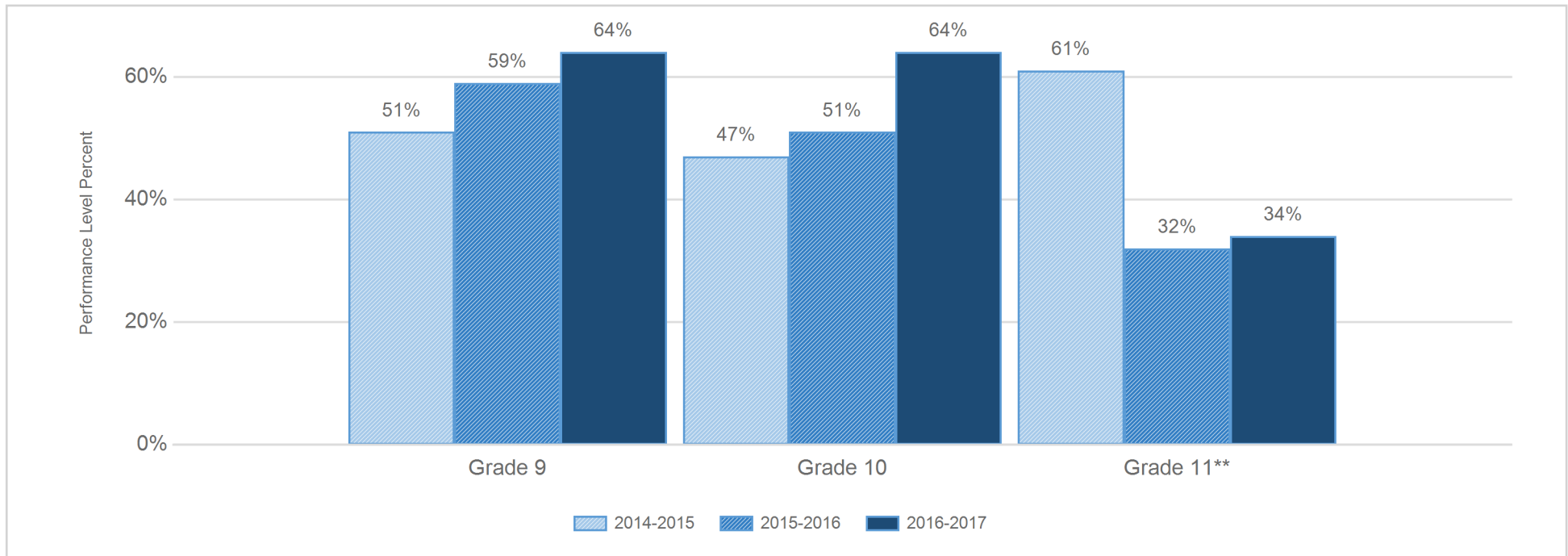
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS exam and their performance may not be reflected in the results.



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 344 | 97.1 | 41.80 | 47.50 | 43.50 | 41.8 | 37.6 | Met Target |
| White | 279 | 97.0 | 44.50 | 50.80 | 52.40 | 44.5 | 40.1 | Met Target |
| Hispanic | 17 | 95.8 | 23.50 | 28.00 | 27.60 | 23.5 | N | N |
| Black or African American | 29 | 100.0 | 17.20 | 24.80 | 21.70 | 17.2 | 34.8 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 75.60 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | N | ** | ** |
| Two or More Races | 10 | 92.9 | 60.00 | 51.10 | 44.90 | 57.1 | ** | ** |
| Female | 162 | 94.6 | 45.70 | 44.30 | 44.10 | 45.3 | | |
| Male | 182 | 99.5 | 38.40 | 50.20 | 42.90 | 38.4 | | |
| Economically Disadvantaged Students | 37 | 100.0 | 16.20 | 26.10 | 25.10 | 16.2 | 22.6 | Met Target† |
| Non-Economically Disadvantaged Students | 307 | 96.7 | 44.90 | 51.00 | 54.30 | 44.9 | | |
| Students with Disabilities | 53 | 93.3 | * | * | 16.50 | * | 13.9 | Met Target† |
| Students without Disabilities | 291 | 97.8 | * | * | 48.80 | * | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 179 | 730 | 740 | 743 | 11% | 31% | 39% | 20% | 0% | 20% | 42% |
| White | 140 | 730 | 741 | 751 | 11% | 29% | 39% | 21% | 0% | 21% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 94 | 731 | 739 | 744 | 11% | 31% | 37% | 21% | 0% | 21% | 43% |
| Male | 85 | 729 | 741 | 741 | 12% | 31% | 40% | 18% | 0% | 18% | 40% |
| Economically Disadvantaged Students | 32 | 722 | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | 147 | 732 | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | 40 | 714 | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 139 | 735 | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 166 | 743 | 743 | 734 | * | 18% | 34% | 40% | * | 43% | 30% |
| White | 123 | 747 | 747 | 740 | * | 15% | 33% | 46% | * | 50% | 38% |
| Hispanic | 14 | 729 | 729 | 722 | * | * | * | * | 0% | 29% | 14% |
| Black or African American | 18 | 722 | 722 | 719 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 758 | * | * | * | * | * | * | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Female | 70 | 747 | 747 | 735 | * | * | 40% | 44% | * | 47% | 31% |
| Male | 96 | 740 | 740 | 733 | * | * | 30% | 38% | * | 41% | 30% |
| Economically Disadvantaged Students | 21 | 729 | 729 | 721 | * | * | * | * | * | 19% | 13% |
| Non-Economically Disadvantaged Students | 145 | 745 | 745 | 740 | * | * | * | * | * | 47% | 39% |
| Students with Disabilities | 28 | 716 | 716 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 138 | 748 | 748 | 738 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 735 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | * |
| Students in Foster Care | N | N | N | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | * | * | * | 727 | * | * | * | * | * | * | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 120 | 738 | 738 | 725 | * | 23% | 25% | 36% | * | 38% | 28% |
| White | 106 | 738 | 738 | 731 | * | 22% | 25% | 38% | * | 40% | 33% |
| Hispanic | * | * | * | 710 | * | * | * | * | * | * | 14% |
| Black or African American | * | * | * | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 761 | * | * | * | * | * | * | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 62 | 738 | 738 | 725 | * | * | 18% | 39% | * | 40% | 27% |
| Male | 58 | 738 | 738 | 725 | * | * | 33% | 33% | * | 36% | 29% |
| Economically Disadvantaged Students | * | * | * | 708 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Students with Disabilities | * | * | * | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 729 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 692 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 726 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 702 | * | * | * | * | * | * | * |
| Students in Foster Care | N | N | N | 692 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |



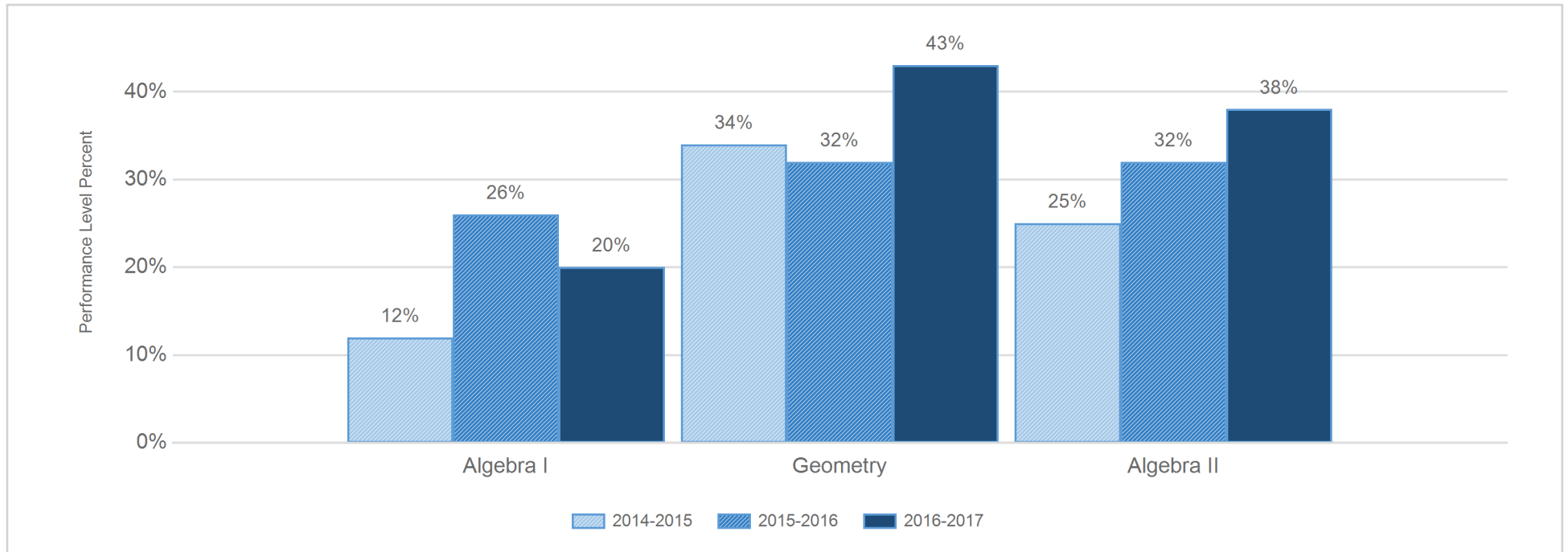
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 |
|-------|---------------------------|----------------------------|
| 9 | N | N |
| 10 | N | * |
| 11 | N | N |

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. The table also shows 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 |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

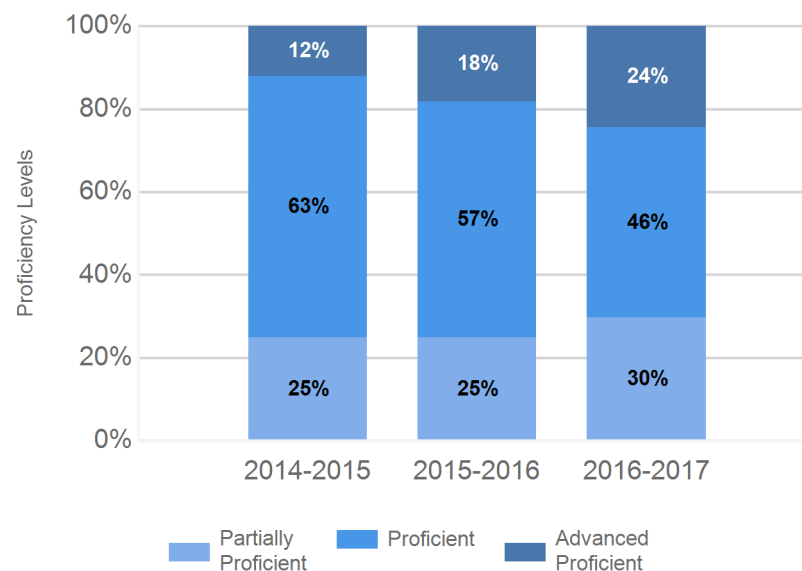
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 24% | 46% | 30% |
| White | 27% | 49% | 25% |
| Hispanic | 8% | 50% | * |
| Black or African American | 11% | 22% | 67% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 4% | 20% | 76% |
| Students with Disabilities | N | 24% | 76% |
| English Learners | N | N | N |

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 99.0% | 89.4% |
| Percentage of students taking the SAT | 100.0% | 70.0% |
| Percentage of students taking the ACT | 36.5% | 28.3% |

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 510 | 481 | Varies By Grade | 79% | 67% |
| PSAT - Math | 498 | 483 | Varies By Grade | 50% | 49% |
| SAT - Reading and Writing | 564 | 551 | 480 | 87% | 77% |
| SAT - Math | 553 | 552 | 530 | 59% | 58% |
| ACT - Reading | 24 | 24 | 22 | 63% | 65% |
| ACT - English | 22 | 24 | 18 | 86% | 79% |
| ACT - Math | 22 | 24 | 22 | 57% | 65% |
| ACT - Science | 23 | 23 | 23 | 50% | 54% |



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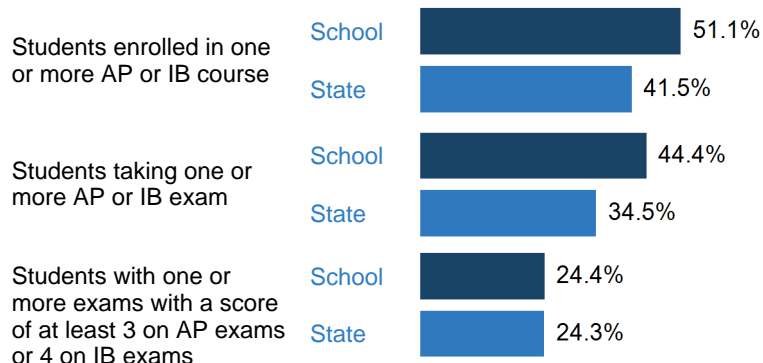
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

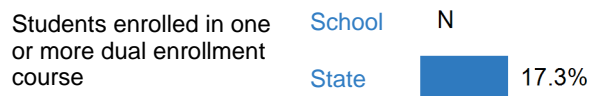
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Biology | 18 | 14 |
| AP Calculus AB | 29 | 29 |
| AP Calculus BC | 0 | 1 |
| AP Chemistry | 21 | 21 |
| AP English Language and Composition | 0 | 45 |
| AP English Literature and Composition | 90 | 36 |
| AP Environmental Science | 48 | 32 |
| AP European History | 14 | 12 |
| AP French Language and Culture | 13 | 6 |
| AP Music Theory | 3 | 3 |
| AP Physics 1 | 32 | 30 |
| AP Physics C | 7 | 0 |
| AP Physics C: Electricity and Magnetism | 0 | 1 |
| AP Physics C: Mechanics | 0 | 6 |
| AP Psychology | 38 | 36 |
| AP Spanish Language | 9 | 9 |
| AP Statistics | 45 | 36 |
| AP U.S. History | 83 | 74 |
| Total Exams Taken | | 391 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 189 |



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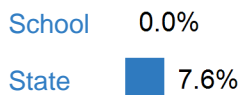
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

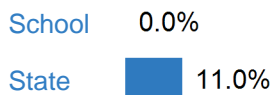
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Industry-Valued Credentials Earned

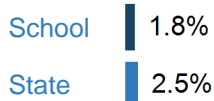
This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

| Career Cluster | Students with at least one credential earned | Industry credentials earned |
|--|--|-----------------------------|
| Total non-duplicated number of students** | 0 | |
| Total number of credentials earned in all clusters | | 0 |

Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 140 | 54 | 0 | 0 | 0 | 0 | 8 |
| 10 | 2 | 123 | 63 | 1 | 0 | 0 | 11 |
| 11 | 1 | 4 | 78 | 75 | 1 | 20 | 42 |
| 12 | 0 | 0 | 8 | 23 | 38 | 91 | 38 |
| Schoolwide | 143 | 181 | 149 | 99 | 39 | 111 | 99 |
| Enrolled in AP/IB Course | | | | | 29 | 45 | 0 |

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9 | 69 | 0 | 0 | 128 | 0 | 3 |
| 10 | 112 | 64 | 0 | 2 | 0 | 2 |
| 11 | 4 | 152 | 0 | 18 | 33 | 5 |
| 12 | 17 | 11 | 0 | 33 | 25 | 58 |
| Schoolwide | 202 | 227 | 0 | 181 | 58 | 68 |
| Enrolled in AP/IB Course | 18 | 21 | | 48 | 39 | 0 |



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 197 | 0 | 0 | 0 | 7 | 3 |
| 10 | 5 | 172 | 13 | 20 | 6 | 4 |
| 11 | 0 | 198 | 15 | 39 | 19 | 21 |
| 12 | 3 | 10 | 20 | 61 | 53 | 47 |
| Schoolwide | 205 | 380 | 48 | 120 | 85 | 75 |
| Enrolled in AP/IB Course | 0 | 83 | 0 | 38 | 0 | 14 |

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 112 | 71 | 0 | 0 | 0 | 0 | 0 |
| 10 | 98 | 69 | 0 | 0 | 0 | 0 | 0 |
| 11 | 65 | 32 | 0 | 0 | 0 | 0 | 0 |
| 12 | 31 | 15 | 0 | 0 | 0 | 0 | 0 |
| Schoolwide | 306 | 187 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 9 | 13 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 121 | 88 | 0 | 0 | 0 | 0 | 0 |
| Earned Seal of Biliteracy | * | * | 0 | 0 | 0 | 0 | 0 |



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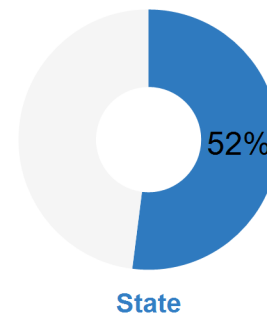
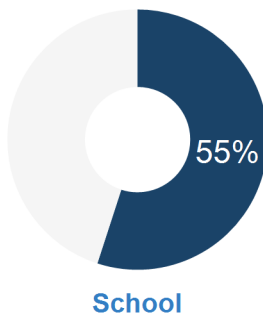
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Visual and Performing Arts – Course Participation

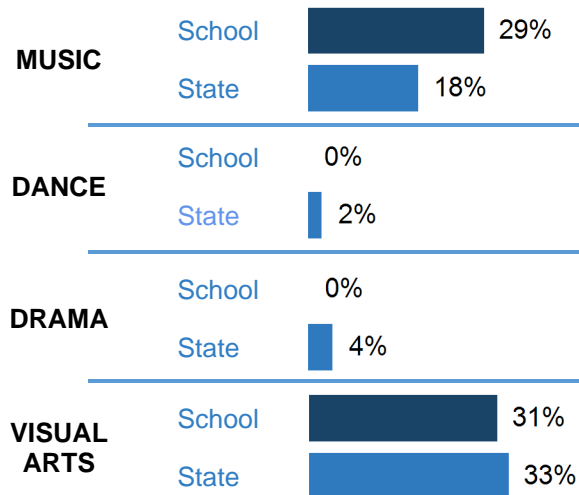
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide | 95.2% | 90.5% | 96.9% | 91.8% | 96.4% | N | Met Goal | 96.9% | N | Met Goal |
| White | 96.9% | 94.5% | 96.7% | 95.1% | 96.0% | N | Met Goal | 99.0% | N | Met Goal |
| Hispanic | * | 84.3% | * | 86.3% | * | ** | ** | * | ** | ** |
| Black or African American | 87.5% | 83.4% | 100.0% | 85.3% | 100.0% | N | Met Goal | 84.6% | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | 100.0% | 96.6% | * | 97.5% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | * | 92.3% | * | 86.6% | * | ** | ** | N | N | N |
| Two or More Races | * | 91.9% | * | 93.7% | * | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 88.2% | 83.9% | 100.0% | 85.6% | 100.0% | ** | ** | 85.0% | N | N |
| Students with Disabilities | 97.0% | 78.8% | 88.9% | 82.1% | 88.0% | 88.3% | Not Met | 91.3% | 95.0% | Not Met |
| English Learners | * | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | * | 73.2% | * | 74.4% | * | * | N | * | | |

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 95.2% | - |
| 2016 | 96.4% | 96.9% |
| 2015 | 96.1% | 96.9% |

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 0.4% | 1.1% |
| 2015-2016 | 0.5% | 1.1% |
| 2014-2015 | 0.1% | 1.1% |

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 82.2% | 37% | 63% |
| White | 85.4% | 37.3% | 62.7% |
| Hispanic | * | 0% | * |
| Black or African American | 65% | 30.8% | 69.2% |
| Asian, Native Hawaiian, or Pacific Islander | 100% | 40% | 60% |
| American Indian or Alaska Native | * | 0% | * |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 56.5% | 53.9% | 46.2% |
| Students with Disabilities | 61.3% | 100% | 0% |
| English Learners | N | N | N |

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 84.2% | 36.8% | 63.2% | 74.2% | 25.8% | 64.5% | 35.5% |
| White | 87.2% | 36.6% | 63.4% | 73.2% | 26.8% | 64.2% | 35.8% |
| Hispanic | 90% | 33.3% | 66.7% | 77.8% | 22.2% | 66.7% | 33.3% |
| Black or African American | 73.9% | 41.2% | 58.8% | 88.2% | 11.8% | 70.6% | 29.4% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * |
| Two or More Races | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 63.2% | 75% | 25% | 100% | 0% | 83.3% | 16.7% |
| Students with Disabilities | 56.5% | 84.6% | 15.4% | 84.6% | 15.4% | 92.3% | 7.7% |
| English Learners | N | N | N | N | N | N | N |



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

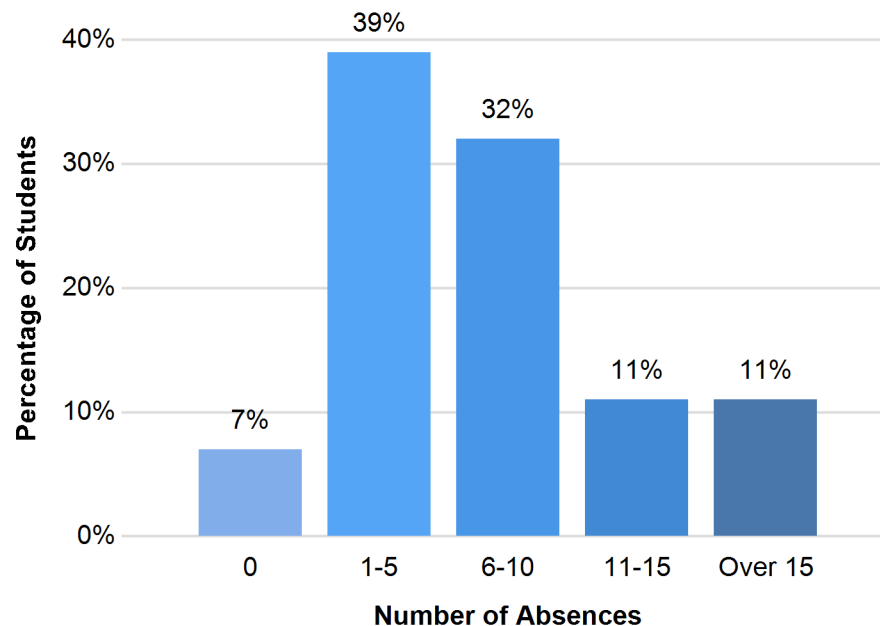
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.60 | 14.30 | Met Target |
| White | 9.00 | 14.30 | Met Target |
| Hispanic | 7.00 | 14.30 | Met Target |
| Black or African American | 6.20 | 14.30 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 3.80 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 12.00 | 14.30 | Met Target |
| Economically Disadvantaged Students | 14.30 | 14.30 | Met Target |
| Students with Disabilities | 15.90 | 14.30 | Not Met |
| English Learners | N | ** | ** |

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





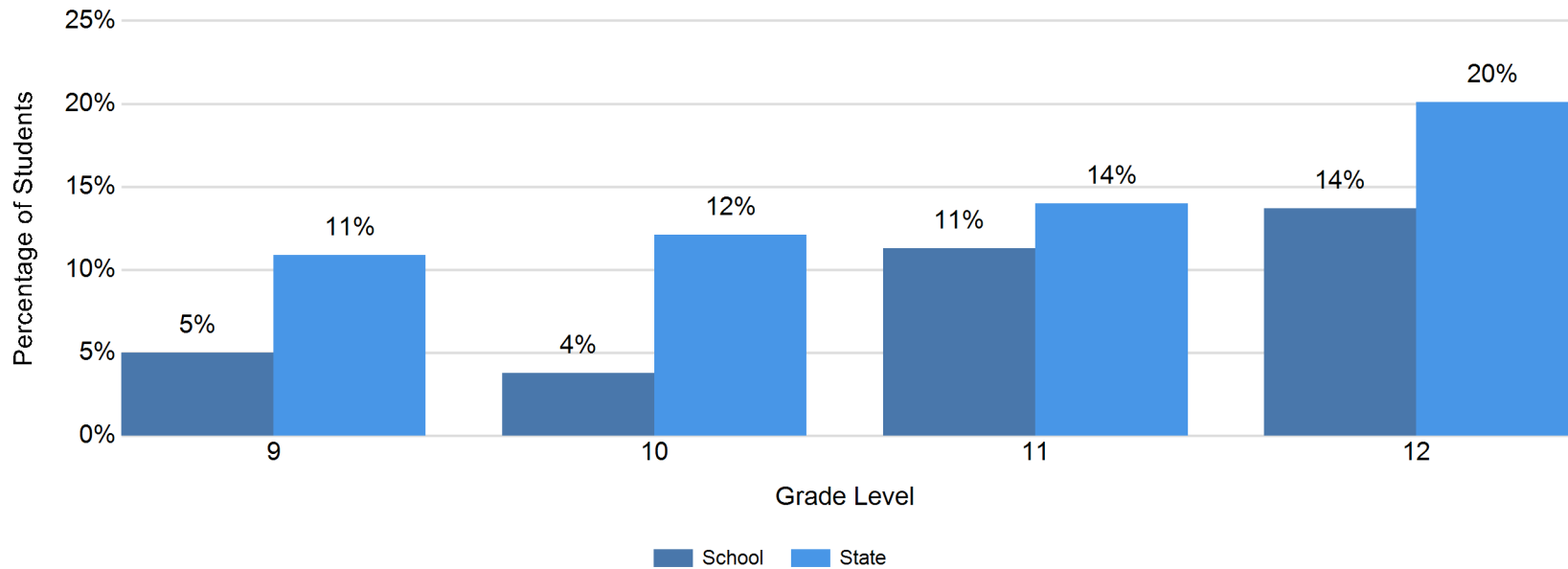
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.




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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.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:35AM |
| Typical End Time | 2:10PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs. 38 Mins. |
| Shared Time - Instructional Time | * |

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 7 |
| Vandalism | 2 |
| Weapons | 0 |
| Substances | 3 |
| Harassment, Intimidation, Bullying (HIB) | 5 |
| Total Unique Incidents | 17 |
| Incidents Per 100 Students Enrolled | 2.15 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 8.7% |
| Out-of-School Suspensions | 3.2% |
| Any Suspension | 11.9% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 2.2:1 | 202.3 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

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).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$346 | \$14,470 | \$14,816 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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 | 72 | 120,724 |
| Average years experience in public schools | 12.4 | 11.8 |
| Average years experience in district | 11.3 | 10.5 |
| Teachers in district for 4 or more years | 76% | 74% |

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 | 22 | 9,506 |
| Average years experience in public schools | 17.9 | 15.9 |
| Average years experience in district | 13.9 | 11.6 |
| Administrators in district for 4 or more years | 91% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member 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.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 11:1 |
| Administrators | 88:1 | 112:1 |
| Librarian/Media Specialists | | N |
| Nurses | | 494:1 |
| Counselors | | 412:1 |
| Child Study Team | | 275:1 |



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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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 95% | 88% |

Faculty Attendance

This table shows the percentage of days that school 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 |
|-------------|----------------|
| 2016-17 | 97% |



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 76.5 | 17.5% |
| Mathematics Proficiency | 70.4 | 17.5% |
| Graduation - 4-Year | 77.2 | 25.0% |
| Graduation - 5-Year | 66.4 | 25.0% |
| Chronic Absenteeism | 67.5 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 71.7 |
| Summative Rating: Percentile rank of Summative Score | | 74.9 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |
| Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67% | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 71.7 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| White | 72.8 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| Hispanic | ** | ** | No | N | N | Met Target | ** | ** | No |
| Black or African American | 88.7 | 6.2 | No | Met Target | Not Met | Met Target | Met Goal | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | N | No |
| Two or More Races | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | 50.6 | 6.2 | No | Met Target | Met Target† | Met Target | ** | N | No |
| Students with Disabilities | 73.3 | 6.2 | No | Met Target | Met Target† | Not Met | Not Met | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. LLEWELLYN | Email Address: | llewellynd@cinnaminson.com |
| Address: | 1197 RIVERTON ROAD CINNAMINSON, NJ 08077 | Website: | http://chs.cinnaminson.com/ |
| Phone: | (856)829-7770 | Facebook: | https://www.facebook.com/CinnaminsonSchools/ |
| | | Twitter: | https://twitter.com/CinnaminsonBOE |

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.

| | |
|--|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • CHS 9th graders scored the 2nd highest and 10th graders scored the highest in the county on the PARCC ELA. • In May 2017, with an enrollment of less than 800 students, 392 Advanced Placement exams were administered. • CHS recently renovated the auditorium, classrooms, roof, HVAC, and constructed a gym, science labs and offices. |
|  <p>Mission, Vision, Theme:</p> | <p>Our mission is to educate and to assist students' development into self-motivated, multi-faceted and physically fit individuals who are productive, responsible citizens. It is expected that students will achieve at all grade levels. Students will gain an appreciation of knowledge, a desire to learn, and a respect for themselves and others. In partnership with family and community, we will foster achievement and model excellence and responsible behavior. Commitment, Honor, Spirit: Pirate Pride</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>CHS excels academically on various assessments. 10th graders scored the highest in the county & 9th graders scored the 2nd highest on the PARCC ELA. Several perfect scores were earned on SAT subject tests and Commended Scholars in the National Merit Scholarship Program. 392 AP exams were given recognizing CHS for distinction four years in a row. We were one of only two schools in the county who offered the State Seal of Biliteracy exam. Graduation rate at 96% is one of the highest in the state.</p> |







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School Narrative

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Students have the opportunity to complete four-year programs in English, Mathematics, Social Studies, Science and World Languages. The high school program of studies offers 15 Advanced Placement courses, 17 Honors courses, and an extensive college preparatory program. Furthermore, the College Accelerated Program (CAP), offered in conjunction with Rowan College at Burlington County, provides students with the opportunity to earn college credits with the successful completion of approved courses.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Co-ed), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>In 2016-17, CHS won 13 county titles, two sectional titles and two individual State Champs. Additionally, the marching band earned four 1st place awards and earned the highest score in their conference in NJ with a 92.0. We also offer Fall and Winter Co-ed Cheerleading.</p> |
|  <p>Clubs and Activities:</p> | <p>Student Gov't & Council, Amaranth, Battle of the Books, Yearbook, CinnaMentors, Color Guard, Chamber & Concert Choir, DECA, Friends of Rachel, FEA, GSA, Global Economic Forum, Homecoming & Prom Committee, International Student Summit, Concert, Jazz & Marching Band, Math & Science League, Mock Trial, NHS, Percussion Ensemble, Physics Olympics, Orchestra, SADD, Newspaper, SOS, Stage Crew, STOP, String Ensemble/Orchestra. Clubs: Adventure Fitness, Art, Dance, Debate, Drama, Interact, Multicultural</p> |
|  <p>Before and After School Programs:</p> | <p>All programs serve the high school students. The National Honor Society hosts a weekly after-school tutoring program. The Consumer Bowl – CHS competes in this educational competition against across the state on a variety of consumer issues. Poetry Out Loud Competition - poetry competition at the school, local and State level hosted by our Creative Writing teacher. At the Burlington County Teen Arts Festival – Art students compete at the county level.</p> |








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School Narrative

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| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>CHS offers in-district professional development (PD) opportunities during numerous in-service days. Staff are also encouraged to pursue outside PD from private providers and various county and state consortiums. Many departments have established PLC clusters of teachers who work in common areas of the curriculum. Furthermore, through our participation in the Middle State accreditation process, we developed a school-wide improvement plan and collaborate to evaluate our progress towards our goals.</p> |
|  <p>Postsecondary Information:</p> | <p>57.6% - 4-year school, 31.4% - 2-year, 1.1% -military, 3.6% -post-grad school and 2.1% -workforce. Naviance, Financial Aid Nights, College Application Night and Assembly, College Rep Visits and info sessions for local colleges all support students in applying to college or for financial aid. These support students taking college entrance exams: All 10th and 11th graders take the PSATs during school, free. Fee waivers and free practice sessions are facilitated through the testing programs.</p> |
|  <p>Student Supports and Services:</p> | <p>NHS hosts a tutoring program for groups and/or private tutoring for students who are struggling. Students who are experiencing difficulties can be referred to the I&RS team who meet regularly to assist students. Students are then assigned mentor teachers to help guide them. In addition, CHS has a strong Special Education program to provide support for Students with Disabilities. Our Life Skills Program just recently partnered with the Special Olympics and added a Unified Club and Sports.</p> |
|  <p>Student Health and Wellness:</p> | <p>CHS Pride Day allows students come and bond together through physical activity to celebrate their accomplishments throughout the year. Our Interact Club participates in many school-based volunteer opportunities to help the needy. During the school day, all of our students participate in Health or Physical Education classes for 164 minutes a week. We also offer a newly-renovated state of the art Weight Room for students during and after the school day.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The CHS parent group is the CHS Home and School Association. The CHS HSA meets once a month and all parents are invited. The principal also attends the meetings. There are subgroups within that meet additional times as needed to complete many other tasks. The major function for the HSA is to fundraise for various needs, such as: student scholarships, teacher grants, and most importantly, Project Graduation: a safe, drug and alcohol free event for all graduates the night of graduation.</p> |





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School Narrative

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| | |
|---|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>There are two school climate surveys administered at Cinnaminson High School. The first is administered in September. The school safety team uses those results to drive our character education programming and HIB training for the year. The second survey is administered in June. Those results are analyzed over the summer and factored into the planning for the Week of Respect and School Violence Awareness week.</p> |
|  <p>Facilities:</p> | <p>Originally built in 1964, CHS is over 50 year old. The high school recently completed a 40 million dollar construction project renovating the auditorium, classrooms, and HVAC, and building a new gymnasium, a new roof, science labs and main offices. Even since the conclusion of the project, the high school has remodeled the culinary arts classroom, refurbished the existing lockers and the outside panels of the building to complete the project.</p> |



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School Narrative

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Other Information:

CHS is fully accredited by the Middle States Association and its Commission on Secondary Schools. Our ongoing accreditation process will continue through 2018 as we pursue our goals. This strategic plan ensures that our students are well-prepared to compete and contribute in our ever-evolving global society. Whether college or career-bound, students are encouraged to schedule electives in Art, Music, Business and Technology, and the Social Sciences. We offer cooperative career programs in Business and Marketing. Additionally, we offer electives in Life Skills to prepare students for the rigors of our 21st century world. To meet the needs of our students, there are five computer labs, three laptop carts and three Chromebook carts available for use. Our staff is educated and skilled in Google Classroom. We also offer excellent co-curricular opportunities in music, theater, journalism and television production. There are more than 40 clubs for students to join as well as a complete athletic program for boys and girls. More than half of our students participate in these activities. CHS facilitates several programs throughout the year to promote student and staff morale and good character. For students, we promote: Pirate Pride program, Winner's Circle, Student of the Month, Athlete of the Month. And for staff, we promote: again the Pirate Pride program, Golden Apple Award, Teacher of the Year, and an Achievement Award. Through our counselors and guidance department, CHS conducts several programs throughout the school year to promote good decision making and address at-risk behaviors. Cinnaminson School District and CHS enjoy an outstanding reputation in the educational community. Many graduates remain in our township to give their children the advantages of a quality education. Our district continues to experience a steady growth from families who relocate in Cinnaminson for the educational opportunities our schools provide.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| 6 | 199 | 179 | 186 |
| 7 | 183 | 205 | 178 |
| 8 | 183 | 186 | 209 |
| Ungraded | 11 | 6 | 9 |
| Total | 576 | 576 | 582 |

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 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 47% | 48% | 47% |
| Male | 53% | 52% | 53% |
| Economically Disadvantaged Students | 18% | 16% | 16% |
| Students with Disabilities | 15% | 15% | 14% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 2% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 1% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 78.4% |
| Black or African American | 7.9% |
| Hispanic | 6.4% |
| Asian | 2.9% |
| Native Hawaiian or Pacific Islander | 0.5% |
| American Indian or Alaska Native | 0.0% |
| <i>Two or More Races</i> | 4.0% |

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. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 95.7% |
| Turkish | 1.4% |
| <i>Other</i> | 3.1% |



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 527 | 95.6 | 62.80 | 62.70 | 54.90 | 62.8 | 58.4 | Met Target |
| White | 413 | 95.4 | 65.40 | 65.40 | 63.90 | 65.4 | 59.7 | Met Target |
| Hispanic | 36 | 97.3 | 58.30 | 47.30 | 39.80 | 58.3 | 48.8 | Met Target |
| Black or African American | 41 | 93.7 | 43.90 | 45.70 | 35.20 | 43.1 | 49.4 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 79.00 | 74.40 | 80.70 | 79 | N | N |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | 18 | 95.8 | 38.90 | 55.30 | 54.90 | 38.9 | N | N |
| Female | 243 | 96.3 | 74.90 | 71.50 | 62.20 | 74.9 | | |
| Male | 284 | 94.9 | 52.40 | 54.80 | 48.10 | 52.3 | | |
| Economically Disadvantaged Students | 87 | 97.0 | 49.40 | 44.70 | 36.20 | 49.4 | 43.7 | Met Target |
| Non-Economically Disadvantaged Students | 440 | 95.2 | 65.50 | 65.50 | 65.80 | 65.5 | | |
| Students with Disabilities | 68 | 85.7 | 20.60 | 28.90 | 20.50 | 18.5 | 22 | Met Target† |
| Students without Disabilities | 459 | 97.2 | 69.10 | 69.00 | 61.90 | 69.1 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | 10 | 100.0 | 50.00 | 46.60 | 26.40 | 50 | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 174 | 756 | 756 | 752 | * | 15% | 24% | 44% | * | 58% | 54% |
| White | 136 | 758 | 758 | 758 | * | * | 24% | 49% | 14% | 63% | 63% |
| Hispanic | 14 | 744 | 744 | 740 | * | * | * | * | * | 50% | 38% |
| Black or African American | 10 | 730 | 730 | 736 | 0% | * | * | * | 0% | 10% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 80 | 765 | 765 | 758 | * | * | 20% | 58% | * | 74% | 61% |
| Male | 94 | 748 | 748 | 746 | * | * | 27% | 32% | * | 45% | 46% |
| Economically Disadvantaged Students | 23 | 750 | 750 | 737 | * | * | * | * | * | 44% | 34% |
| Non-Economically Disadvantaged Students | 151 | 757 | 757 | 761 | * | * | * | * | * | 60% | 65% |
| Students with Disabilities | 14 | 734 | 734 | 722 | * | * | * | * | * | 14% | 17% |
| Students without Disabilities | 160 | 758 | 758 | 758 | * | * | * | * | * | 62% | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | * | * | * | 751 | * | * | * | * | * | * | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 170 | 760 | 760 | 756 | 6% | 8% | 20% | 47% | 19% | 67% | 59% |
| White | 139 | 761 | 761 | 764 | * | * | 19% | 48% | 21% | 69% | 69% |
| Hispanic | * | * | * | 742 | * | * | * | * | * | * | 44% |
| Black or African American | 12 | 749 | 749 | 737 | * | * | * | * | * | 58% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 85 | 769 | 769 | 764 | * | * | 15% | 53% | 26% | 79% | 68% |
| Male | 85 | 751 | 751 | 749 | * | * | 25% | 41% | 13% | 54% | 51% |
| Economically Disadvantaged Students | 25 | 758 | 758 | 739 | * | * | * | * | * | 56% | 40% |
| Non-Economically Disadvantaged Students | 145 | 760 | 760 | 766 | * | * | * | * | * | 68% | 70% |
| Students with Disabilities | 23 | 724 | 724 | 719 | * | * | * | * | * | 22% | 19% |
| Students without Disabilities | 147 | 765 | 765 | 763 | * | * | * | * | * | 74% | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 170 | 760 | 760 | 758 | 6% | 8% | 20% | 47% | 19% | 67% | * |
| Homeless Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 207 | 758 | 758 | 757 | * | * | 23% | 49% | 14% | 62% | 59% |
| White | 157 | 758 | 758 | 764 | * | * | 21% | 48% | 15% | 63% | 68% |
| Hispanic | * | * | * | 742 | * | * | * | * | * | * | 44% |
| Black or African American | 19 | 751 | 751 | 738 | * | * | * | * | * | 47% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | 11 | 751 | 751 | 758 | 0% | 0% | * | * | * | 46% | 60% |
| Female | 95 | 766 | 766 | 766 | * | * | 23% | 55% | * | 71% | 68% |
| Male | 112 | 752 | 752 | 749 | * | * | 23% | 44% | * | 55% | 50% |
| Economically Disadvantaged Students | 43 | 747 | 747 | 739 | * | * | 28% | 54% | 0% | 54% | 40% |
| Non-Economically Disadvantaged Students | 164 | 761 | 761 | 766 | * | * | 22% | 48% | 17% | 65% | 69% |
| Students with Disabilities | 27 | 725 | 725 | 718 | * | * | * | * | * | 11% | 18% |
| Students without Disabilities | 180 | 763 | 763 | 764 | * | * | * | * | * | 70% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | * | * | * | 756 | * | * | * | * | * | * | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

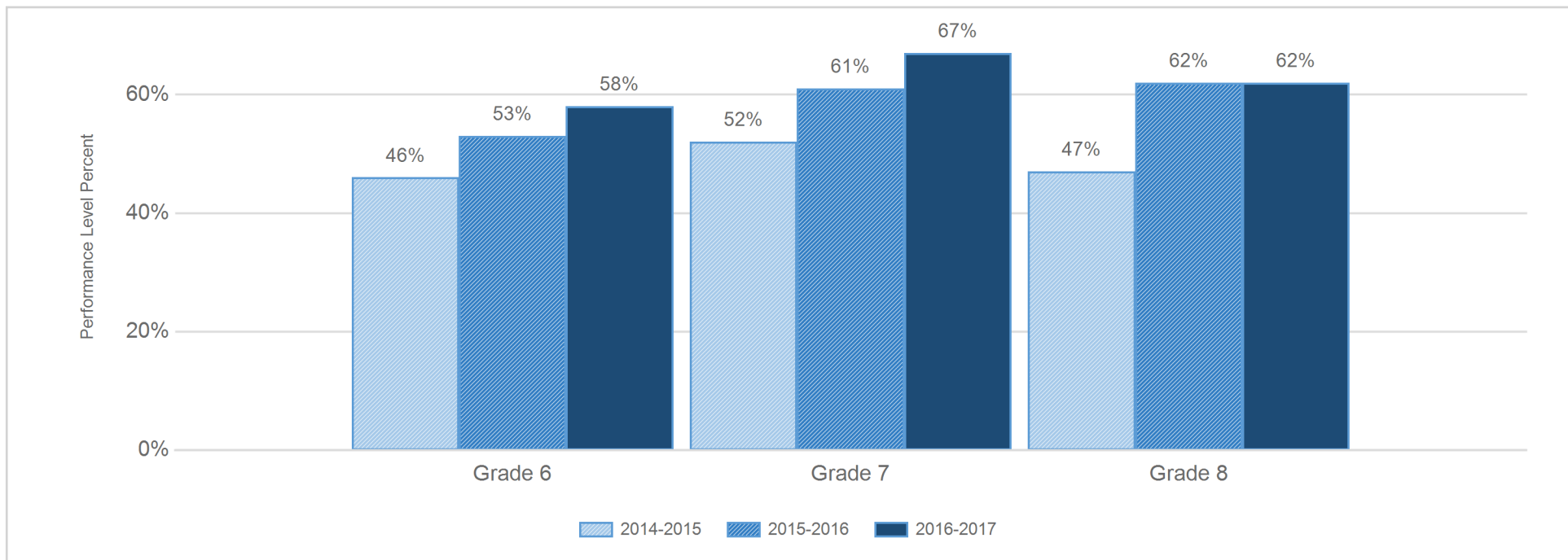


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 529 | 95.9 | 47.80 | 47.50 | 43.50 | 47.8 | 44 | Met Target |
| White | 415 | 95.8 | 52.00 | 50.80 | 52.40 | 52 | 45.7 | Met Target |
| Hispanic | 36 | 97.3 | 27.80 | 28.00 | 27.60 | 27.8 | 35.1 | Met Target† |
| Black or African American | 41 | 93.7 | 24.40 | 24.80 | 21.70 | 23.9 | 24.6 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 52.70 | 60.00 | 75.60 | 52.7 | N | N |
| American Indian or Alaska Native | N | N | N | * | 42.50 | N | ** | ** |
| Two or More Races | 18 | 95.8 | 38.90 | 51.10 | 44.90 | 38.9 | N | N |
| Female | 243 | 96.3 | 44.90 | 44.30 | 44.10 | 44.9 | | |
| Male | 286 | 95.5 | 50.40 | 50.20 | 42.90 | 50.4 | | |
| Economically Disadvantaged Students | 87 | 97.0 | 26.40 | 26.10 | 25.10 | 26.4 | 25.7 | Met Target |
| Non-Economically Disadvantaged Students | 442 | 95.7 | 52.00 | 51.00 | 54.30 | 52 | | |
| Students with Disabilities | 68 | 86.7 | 20.60 | * | 16.50 | 18.6 | 18.6 | Met Target |
| Students without Disabilities | 461 | 97.4 | 51.80 | * | 48.80 | 51.8 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | 10 | 100.0 | 30.00 | 33.30 | 16.40 | 30 | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 174 | 751 | 751 | 743 | * | 12% | 34% | 42% | * | 51% | 44% |
| White | 136 | 754 | 754 | 751 | * | * | 31% | 47% | * | 57% | 54% |
| Hispanic | 14 | 735 | 735 | 731 | * | * | * | * | 0% | 29% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 80 | 753 | 753 | 745 | * | * | 36% | 46% | * | 55% | 45% |
| Male | 94 | 749 | 749 | 742 | * | * | 32% | 38% | * | 48% | 43% |
| Economically Disadvantaged Students | 23 | 742 | 742 | 728 | * | * | 44% | * | * | 26% | 24% |
| Non-Economically Disadvantaged Students | 151 | 752 | 752 | 752 | * | * | 33% | * | * | 55% | 56% |
| Students with Disabilities | 14 | 728 | 728 | 717 | * | * | * | * | 0% | 36% | 13% |
| Students without Disabilities | 160 | 753 | 753 | 748 | * | * | * | * | 10% | 53% | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | * | * | * | 743 | * | * | * | * | * | * | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 168 | 745 | 745 | 741 | * | 14% | 38% | 42% | * | 44% | 40% |
| White | 137 | 748 | 748 | 748 | * | 12% | 39% | 43% | * | 46% | 49% |
| Hispanic | * | * | * | 730 | * | * | * | * | * | * | 23% |
| Black or African American | 12 | 730 | 730 | 726 | * | * | * | * | 0% | 25% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 84 | 746 | 746 | 743 | * | 13% | 44% | 37% | * | 41% | 41% |
| Male | 84 | 744 | 744 | 740 | * | 14% | 31% | 46% | * | 48% | 38% |
| Economically Disadvantaged Students | 25 | 739 | 739 | 729 | * | * | 48% | * | * | 28% | 22% |
| Non-Economically Disadvantaged Students | 143 | 747 | 747 | 749 | * | * | 36% | * | * | 47% | 50% |
| Students with Disabilities | 22 | 721 | 721 | 716 | * | * | * | * | * | 14% | 11% |
| Students without Disabilities | 146 | 749 | 749 | 746 | * | * | * | * | * | 49% | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 168 | 745 | 745 | 742 | * | 14% | 38% | 42% | * | 44% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 156 | 739 | 739 | 728 | 8% | 15% | 43% | 34% | 0% | 34% | 28% |
| White | 112 | 741 | 741 | 736 | * | 13% | 46% | 37% | * | 37% | 35% |
| Hispanic | 11 | 731 | 731 | 721 | * | * | * | * | 0% | 27% | 21% |
| Black or African American | 17 | 731 | 731 | 715 | * | * | * | * | 0% | 24% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 74 | 737 | 737 | 730 | * | 16% | 50% | 26% | * | 26% | 30% |
| Male | 82 | 741 | 741 | 725 | * | 13% | 37% | 42% | * | 42% | 26% |
| Economically Disadvantaged Students | 37 | 734 | 734 | 719 | * | * | 43% | * | * | 24% | 19% |
| Non-Economically Disadvantaged Students | 119 | 740 | 740 | 734 | * | * | 43% | * | * | 37% | 34% |
| Students with Disabilities | 25 | 715 | 715 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 131 | 743 | 743 | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 710 | * | * | * | * | * | * | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 55 | 771 | 740 | 743 | 0% | * | * | 87% | * | 89% | 42% |
| White | 49 | 772 | 741 | 751 | 0% | * | * | 86% | * | 88% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 22 | 771 | 739 | 744 | * | * | * | 91% | * | 91% | 43% |
| Male | 33 | 772 | 741 | 741 | * | * | * | 85% | * | 88% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 55 | 771 | * | 745 | 0% | * | * | 87% | * | 89% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

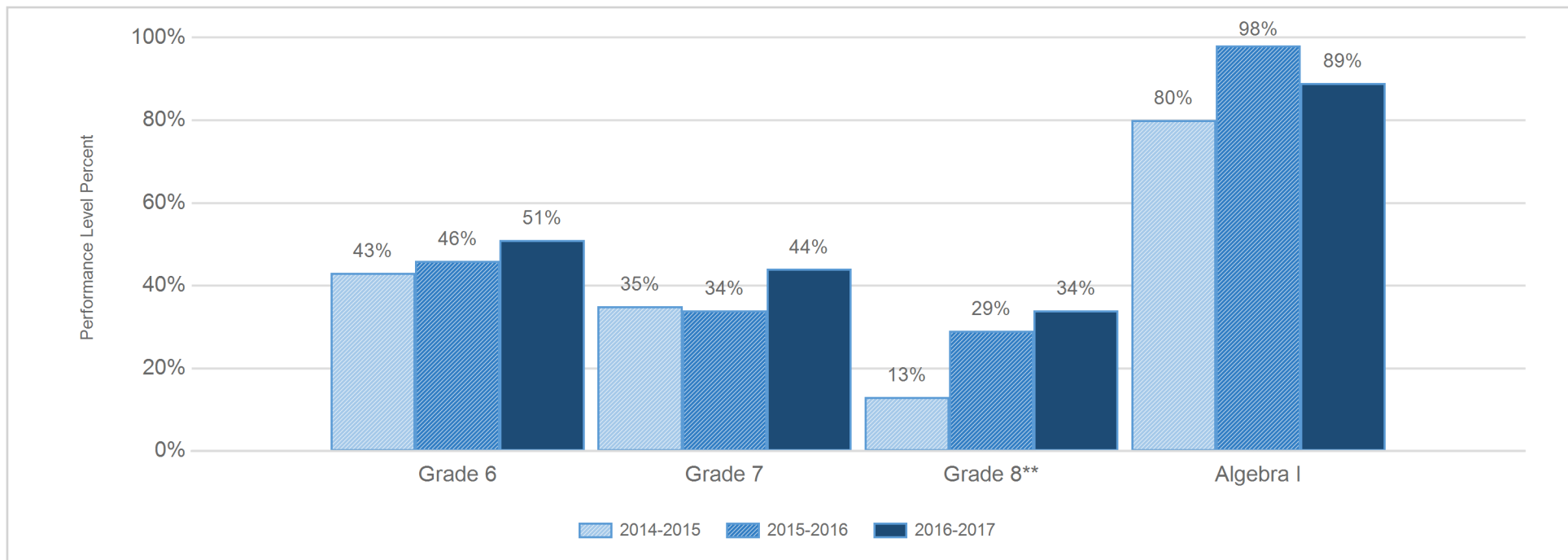


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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 |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | * | * |
| 8 | * | * |

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. The table also shows 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 |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

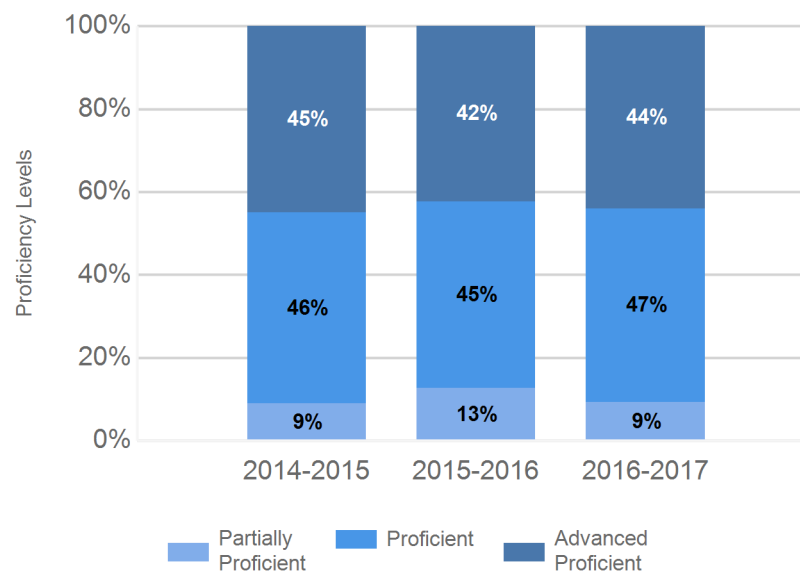
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 44% | 47% | 9% |
| White | 49% | 42% | 9% |
| Hispanic | * | * | 9% |
| Black or African American | 25% | 55% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | 33% | 67% | N |
| Economically Disadvantaged Students | 27% | 56% | 17% |
| Students with Disabilities | 7% | 41% | 52% |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 51 | 47 | 50 | Met Target | 48 | 51 | 50 | Met Target |
| White | 50 | 47 | 50 | Met Target | 49 | 52 | 52 | Met Target |
| Hispanic | 42 | 43.5 | 49 | Met Target | 43 | 43.5 | 47 | Met Target |
| Black or African American | 55 | 49 | 45 | Met Target | 39 | 45 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 62 | * | 60 | ** | * | 73 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | 37 | * | 51 | ** | * | 40 | 52 | ** |
| Economically Disadvantaged | 41 | 42 | 47 | Met Target | 36 | 49 | 46 | Not Met |
| Students with Disabilities | 44 | 44 | 41 | Met Target | 44.5 | 51.5 | 43 | Met Target |
| English Learners | * | * | 53 | ** | * | * | 51 | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

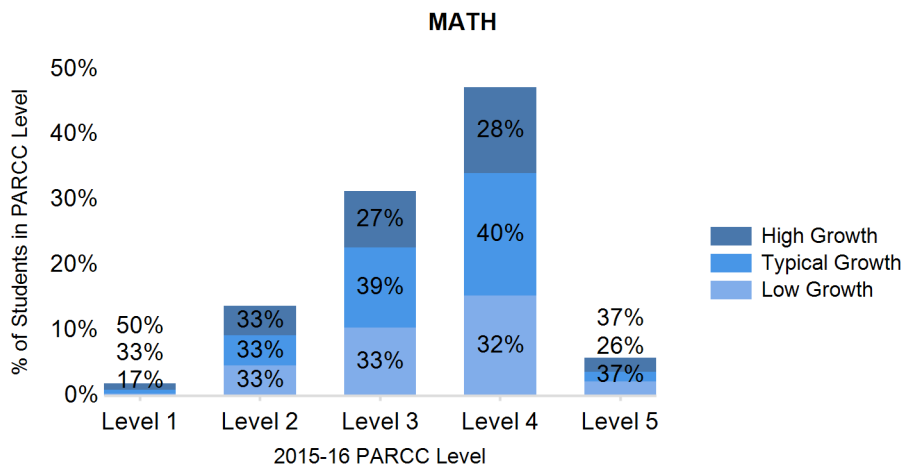
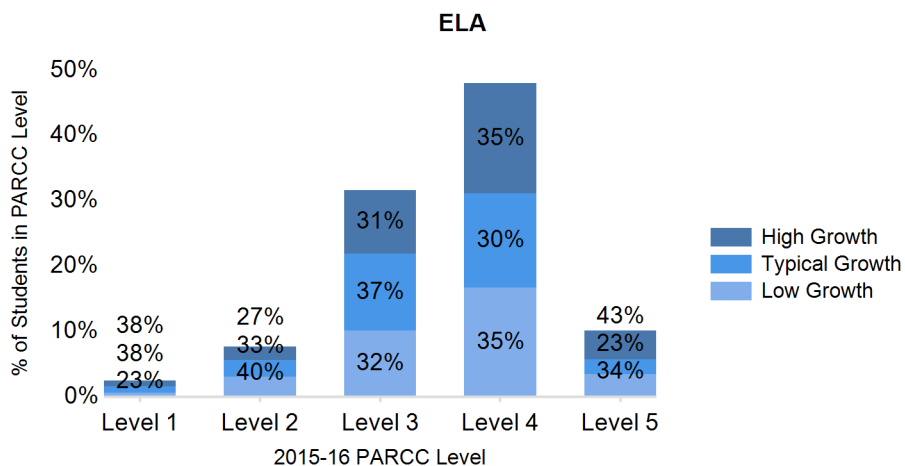
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

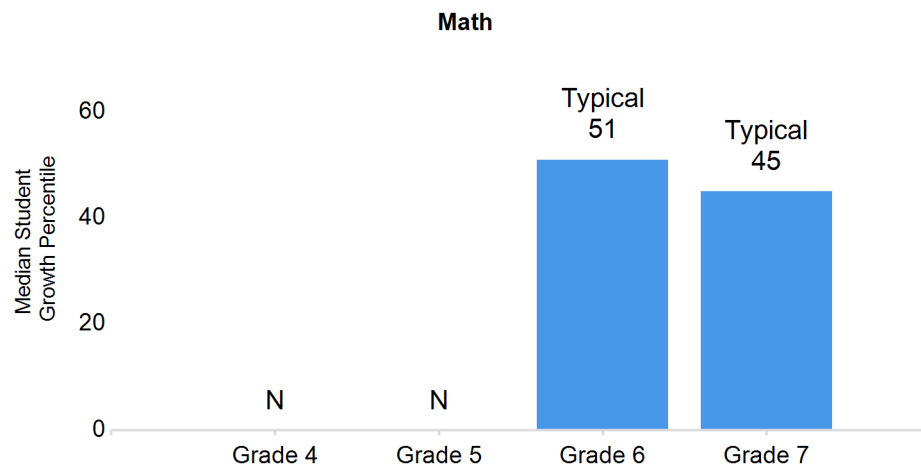
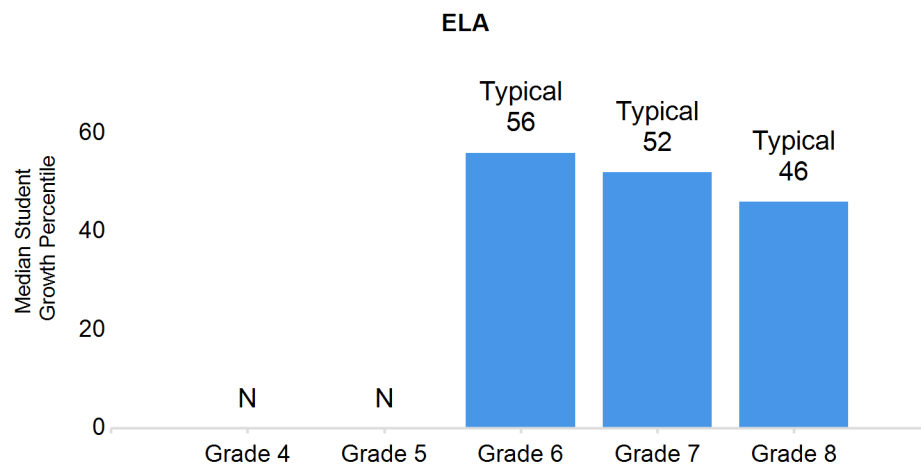
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 188 |
| 7 | 2 | 0 | 180 |
| 8 | 52 | 0 | 161 |
| Schoolwide | 54 | 0 | 529 |

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 184 | 185 | 0 | 0 | 0 | 0 | 0 |
| 7 | 102 | 76 | 0 | 0 | 0 | 0 | 0 |
| 8 | 113 | 95 | 0 | 0 | 0 | 0 | 0 |
| Schoolwide | 399 | 356 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



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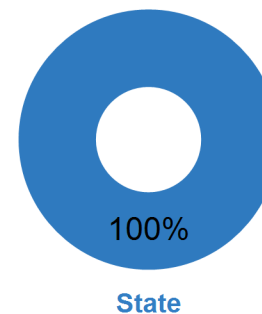
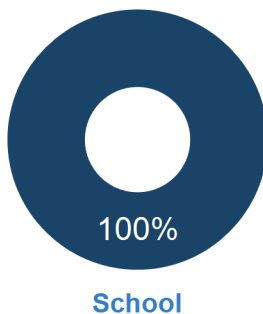
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Visual and Performing Arts – Course Participation

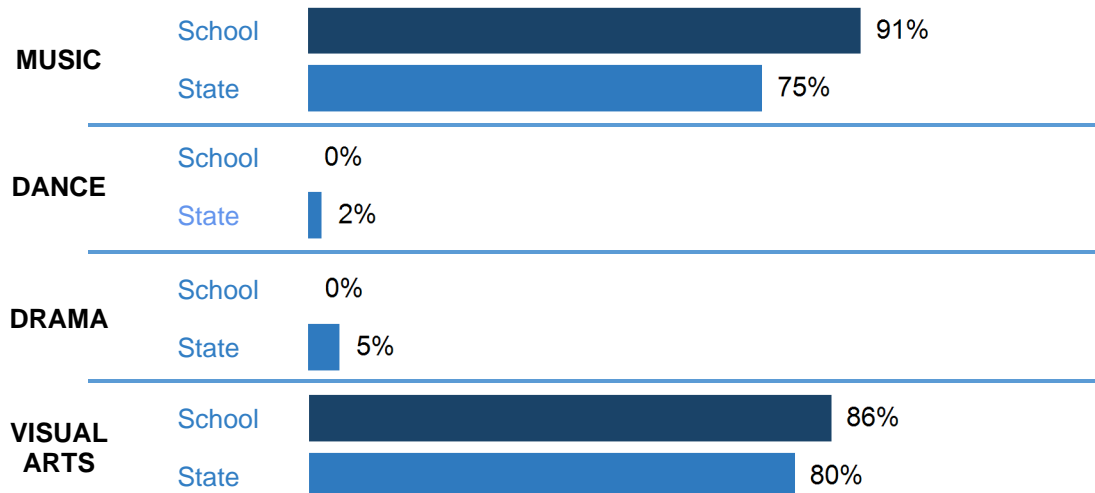
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

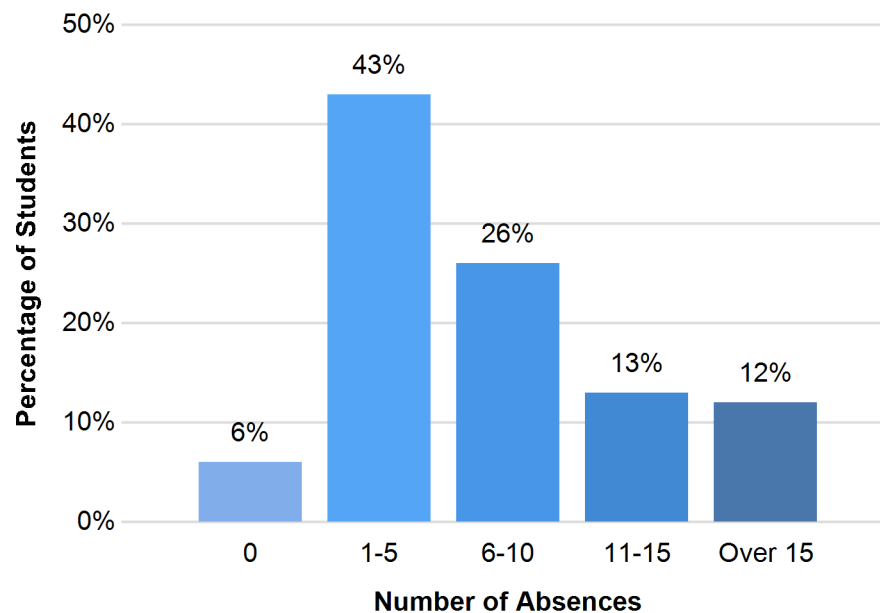
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.50 | 8.70 | Met Target |
| White | 7.00 | 8.70 | Met Target |
| Hispanic | 29.70 | 8.70 | Not Met |
| Black or African American | 8.50 | 8.70 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 5.00 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 8.30 | 8.70 | Met Target |
| Economically Disadvantaged Students | 18.30 | 8.70 | Not Met |
| Students with Disabilities | 17.40 | 8.70 | Not Met |
| English Learners | N | ** | ** |

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



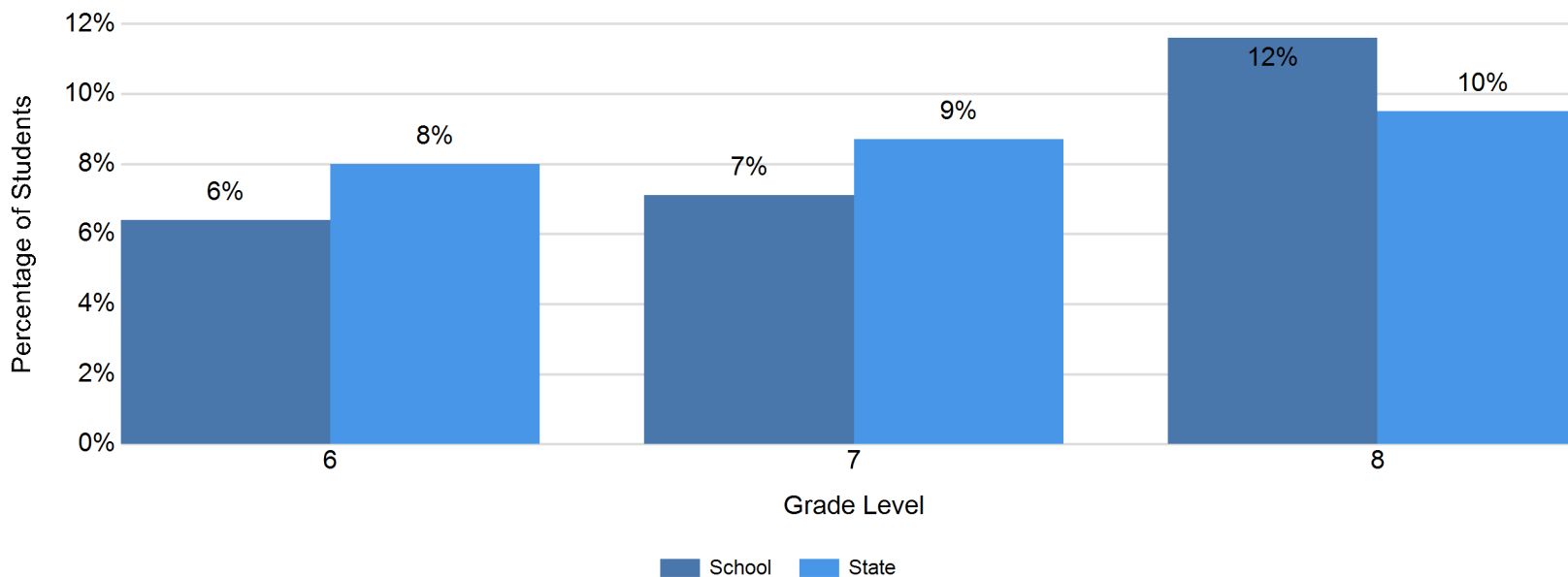


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:05AM |
| Typical End Time | 2:35PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs. 31 Mins. |
| Shared Time - Instructional Time | * |

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 12 |
| Vandalism | 1 |
| Weapons | 1 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 8 |
| Total Unique Incidents | 22 |
| Incidents Per 100 Students Enrolled | 3.78 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 3.8% |
| Out-of-School Suspensions | 2.4% |
| Any Suspension | 6.2% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 2.7:1 | 202.3 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

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).

| Per-Pupil Expenditures | Federal | State/Local | Total |
|------------------------|---------|-------------|----------|
| District Total | \$346 | \$14,470 | \$14,816 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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 | 58 | 120,724 |
| Average years experience in public schools | 12.8 | 11.8 |
| Average years experience in district | 12.0 | 10.5 |
| Teachers in district for 4 or more years | 85% | 74% |

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 | 22 | 9,506 |
| Average years experience in public schools | 17.9 | 15.9 |
| Average years experience in district | 13.9 | 11.6 |
| Administrators in district for 4 or more years | 91% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member 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.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 10:1 | 11:1 |
| Administrators | 194:1 | 112:1 |
| Librarian/Media Specialists | | N |
| Nurses | | 494:1 |
| Counselors | | 412:1 |
| Child Study Team | | 275:1 |



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 95% | 88% |

Faculty Attendance

This table shows the percentage of days that school 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 |
|-------------|----------------|
| 2016-17 | 97% |



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 54.2 | 17.5% |
| Mathematics Proficiency | 40.5 | 17.5% |
| English Language Arts Growth | 49.3 | 25.0% |
| Mathematics Growth | 37.6 | 25.0% |
| Chronic Absenteeism | 24.2 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 41.9 |
| Summative Rating: Percentile rank of Summative Score | | 37.1 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**CINNAMINSON MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

05-0840-053
BURLINGTON
CINNAMINSON TWP
312 N FORKLANDING ROAD
CINNAMINSON, NJ 08077

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 41.9 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| White | 42.4 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | 36.6 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Black or African American | 60.7 | 11.9 | No | Met Target† | Met Target† | Met Target | Met Target | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | N | N | Met Target | ** | ** | No |
| Economically Disadvantaged Students | 35.7 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Not Met | No |
| Students with Disabilities | 49.6 | 11.9 | No | Met Target† | Met Target | Not Met | Met Target | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**CINNAMINSON MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

05-0840-053
BURLINGTON
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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mr. GOULBURN | Email Address: | goulburnf@cinnaminson.com |
| Address: | 312 N FORKLANDING ROAD CINNAMINSON, NJ 08077 | Website: | http://cms.cinnaminson.com/ |
| Phone: | (856)786-8012 | Facebook: | https://www.facebook.com/CinnaminsonSchools/ |
| | | Twitter: | https://twitter.com/CinnaminsonBOE |

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: | <ul style="list-style-type: none"> • A 2017 National School of Character • A 2017 State School of Character |
| Mission, Vision, Theme: | Cinnaminson Middle School, Home of the Pirates, has a population of 562 students in grades six, seven, and eight. Our staff and students are committed to academic excellence, extracurricular involvement, and character development. |
| Awards, Recognition, Accomplishments: | CMS has been recognized as both a National and State School of Character by Character.org. In addition, the school has been recognized for its contributions to the "Students Change Hunger" initiative by the Food Bank of South Jersey. Project Challenge, our gifted & talented program, is routinely recognized at the competitions they participate in for outstanding work. Likewise, our music ensembles are highly regarded and have first-rate performances. |







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2016-2017**

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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.

| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All students take courses each day in mathematics, reading, writing, science, and social studies. In 7th and 8th grades, a daily world language course in French or Spanish is taken as well. Advanced coursework is offered in reading and mathematics. Students benefit from an array of related arts course offerings in music, theatre, computers, family & consumer science, and art. A full-year course in physical education is taken by all students.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys)</p> <p>CMS student-athletes are highly competitive in all of the programs that are offered. Our teams compete in organized leagues throughout the South Jersey region in baseball, softball, lacrosse, soccer, field hockey, cross country, track & field, wrestling, and basketball.</p> |
|  <p>Clubs and Activities:</p> | <p>A diverse extra-curricular program is available to students. A variety of club activities include Art Club, Battle of the Books, Yearbook, Dance Club, Drama Club, Environmental Awareness Club, Homework Club, Junior Cinnamentors, Science/Robotics Club, S.H.O.C.K. (Students Helping Others Create Kindness), S.T.O.P., Student Council, World Cultures Club, and Unity Club. The Drama Club, in conjunction with the music department, produces a full-scale musical annually each spring.</p> |
|  <p>Before and After School Programs:</p> | <p>An after-school enrichment program offers supplemental instruction in English language arts and math.</p> |







**CINNAMINSON MIDDLE SCHOOL
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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.

| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>Staff members participate in 5 professional development (PD) days in a given school year. Teachers may attend out-of-district PD opportunities as well. All staff members have common planning time with their team/house roughly twice a week.</p> |
|  <p>Student Supports and Services:</p> | <p>Students in need of extra help may qualify for remediation in either a smaller class or as a supplement. In addition, classified students' individual educational needs are met in self-contained, resource room, and/or in-class support settings. An after-school enrichment program offers supplemental instruction in English language arts and math.</p> |
|  <p>Student Health and Wellness:</p> | <p>All students have physical education (PE) each marking period of the school year. A health course is offered in addition to PE class. Topics addressed in health include nutrition, social/emotional issues, substance abuse, body systems, and character education.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The Middle School Home & School Association and Cinnaminson Education Foundation provide support for programs and activities through fund raising and volunteer efforts. The school also partners with the local veterans and senior citizens in the community for several activities during the year.</p> |





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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.

| | |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Staff, students, and parents are surveyed annually on the climate of the school.</p> |
|  <p>Facilities:</p> | <p>A successful bond referendum in 2014 resulted in safety & security upgrades to the building. The Media Center, large group instruction room, courtyard, and computer labs offer teachers additional creative instructional opportunities.</p> |



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School Narrative

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All CMS students take 8 academic classes each day plus a 30-minute lunch. Core academic classes meet every day; related arts and physical education courses meet on an alternating basis. Most CMS students are assigned to a "house" with a common team of teachers. Staff members and students utilize technology on a consistent basis by visiting our drop-in computer lab, or through the various laptop carts that are available for student use.



Other Information:




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1200 WYNWOOD DRIVE
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| 3 | 166 | 178 | 171 |
| 4 | 179 | 167 | 186 |
| 5 | 171 | 183 | 174 |
| Ungraded | 7 | 9 | 10 |
| Total | 523 | 537 | 541 |

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 46% | 45% | 47% |
| Male | 54% | 55% | 53% |
| Economically Disadvantaged Students | 18% | 14% | 14% |
| Students with Disabilities | 17% | 16% | 20% |
| English Learners | 0% | 1% | 2% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 1% |
| Migrant Students | | | 0% |

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 77.6% |
| Hispanic | 8.3% |
| Black or African American | 7.8% |
| Asian | 1.3% |
| Native Hawaiian or Pacific Islander | 0.6% |
| American Indian or Alaska Native | 0.2% |
| <i>Two or More Races</i> | 4.3% |

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. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 95.9% |
| Turkish | 1.3% |
| <i>Other</i> | 2.8% |



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 499 | 97.6 | 61.10 | 62.70 | 54.90 | 61.1 | 56.6 | Met Target |
| White | 392 | 97.9 | 64.30 | 65.40 | 63.90 | 64.3 | 59.1 | Met Target |
| Hispanic | 40 | 97.7 | 40.00 | 47.30 | 39.80 | 40 | 46.8 | Met Target† |
| Black or African American | 35 | 97.7 | 45.70 | 45.70 | 35.20 | 45.7 | 38.2 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 74.40 | 80.70 | 58.3 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | 19 | 90.9 | 68.40 | 55.30 | 54.90 | 65 | N | N |
| Female | 234 | 97.6 | 61.50 | 71.50 | 62.20 | 61.5 | | |
| Male | 265 | 97.6 | 60.70 | 54.80 | 48.10 | 60.7 | | |
| Economically Disadvantaged Students | 69 | 96.3 | 43.40 | 44.70 | 36.20 | 43.4 | 45.5 | Met Target† |
| Non-Economically Disadvantaged Students | 430 | 97.8 | 64.00 | 65.50 | 65.80 | 64 | | |
| Students with Disabilities | 99 | 96.4 | 37.40 | 28.90 | 20.50 | 37.4 | 30.4 | Met Target |
| Students without Disabilities | 400 | 97.9 | 67.10 | 69.00 | 61.90 | 67.1 | | |
| English Learners | 18 | 100.0 | 11.10 | 13.60 | 25.20 | 11.1 | ** | ** |
| Non-English Learners | 481 | 97.5 | 63.00 | 63.50 | 57.40 | 63 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**ELEANOR RUSH INTERMEDIATE SCHOOL
2016-2017**

Grade Span 03-05

**05-0840-060
BURLINGTON
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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 172 | 752 | 752 | 749 | * | 14% | 27% | 49% | * | 54% | 50% |
| White | 126 | 753 | 753 | 759 | * | 14% | 23% | 54% | * | 58% | 61% |
| Hispanic | 18 | 745 | 745 | 734 | * | * | * | * | * | 33% | 35% |
| Black or African American | 15 | 745 | 745 | 731 | * | * | * | * | * | 40% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46% |
| Two or More Races | 10 | 759 | 759 | 751 | * | 0% | * | * | 0% | 60% | 52% |
| Female | 87 | 755 | 755 | 754 | * | 12% | 29% | 47% | * | 54% | 55% |
| Male | 85 | 748 | 748 | 745 | * | 17% | 25% | 51% | * | 53% | 46% |
| Economically Disadvantaged Students | 25 | 738 | 738 | 731 | * | * | 44% | * | * | 28% | 31% |
| Non-Economically Disadvantaged Students | 147 | 754 | 754 | 762 | * | * | 24% | * | * | 58% | 63% |
| Students with Disabilities | 34 | 730 | 730 | 720 | * | * | * | * | * | 29% | 24% |
| Students without Disabilities | 138 | 757 | 757 | 755 | * | * | * | * | * | 59% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | * | * | * | 750 | * | * | * | * | * | * | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 185 | 758 | 758 | 753 | * | 10% | 24% | 57% | * | 65% | 56% |
| White | 150 | 759 | 759 | 762 | * | * | 21% | 59% | * | 69% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | 11 | 750 | 750 | 737 | 0% | * | * | * | 0% | 46% | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 88 | 760 | 760 | 758 | * | * | 24% | 59% | * | 67% | 61% |
| Male | 97 | 757 | 757 | 749 | * | * | 24% | 55% | * | 64% | 51% |
| Economically Disadvantaged Students | 27 | 748 | 748 | 737 | * | * | 37% | 48% | 0% | 48% | 36% |
| Non-Economically Disadvantaged Students | 158 | 760 | 760 | 764 | * | * | 22% | 58% | 10% | 68% | 69% |
| Students with Disabilities | 37 | 743 | 743 | 725 | * | * | 38% | 32% | * | 38% | 25% |
| Students without Disabilities | 148 | 762 | 762 | 759 | * | * | 20% | 63% | * | 72% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | * | * | * | 755 | * | * | * | * | * | * | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 165 | 755 | 755 | 756 | * | 8% | 27% | 59% | * | 62% | 59% |
| White | 134 | 756 | 756 | 763 | * | * | 27% | 61% | * | 64% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | 14 | 739 | 739 | 740 | * | * | * | * | 0% | 36% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 73 | 757 | 757 | 761 | * | * | 30% | 59% | * | 64% | 66% |
| Male | 92 | 753 | 753 | 750 | * | * | 24% | 60% | * | 61% | 53% |
| Economically Disadvantaged Students | 20 | 748 | 748 | 740 | * | * | * | 55% | * | 55% | 40% |
| Non-Economically Disadvantaged Students | 145 | 755 | 755 | 765 | * | * | * | 60% | * | 63% | 71% |
| Students with Disabilities | 29 | 743 | 743 | 725 | * | * | * | 35% | * | 41% | 22% |
| Students without Disabilities | 136 | 757 | 757 | 762 | * | * | * | 65% | * | 67% | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | * | * | * | 757 | * | * | * | * | * | * | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

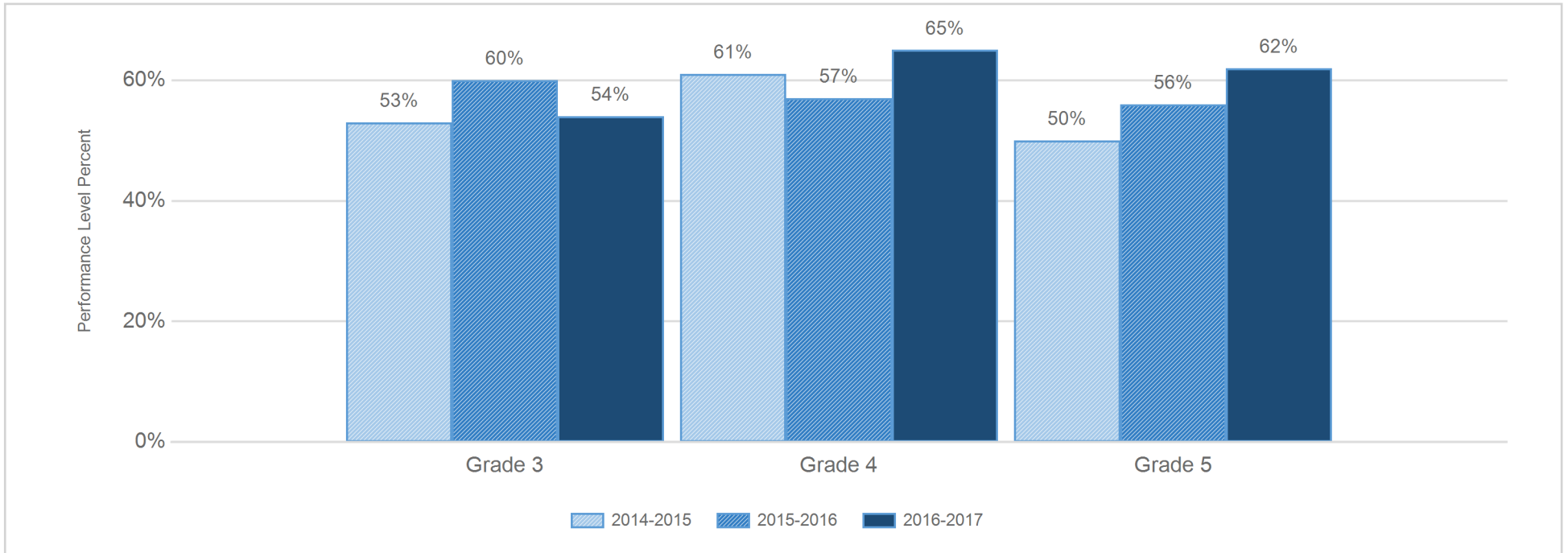


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 498 | 97.2 | 51.00 | 47.50 | 43.50 | 51 | 54.1 | Met Target† |
| White | 391 | 97.4 | 54.00 | 50.80 | 52.40 | 54 | 56.8 | Met Target† |
| Hispanic | 40 | 97.7 | 30.00 | 28.00 | 27.60 | 30 | 35.4 | Met Target† |
| Black or African American | 35 | 97.7 | 31.40 | 24.80 | 21.70 | 31.4 | 33 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 60.00 | 75.60 | 75 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | 19 | 90.9 | 57.90 | 51.10 | 44.90 | 55 | N | N |
| Female | 233 | 96.9 | 42.90 | 44.30 | 44.10 | 42.9 | | |
| Male | 265 | 97.6 | 58.10 | 50.20 | 42.90 | 58.1 | | |
| Economically Disadvantaged Students | 68 | 93.9 | 30.80 | 26.10 | 25.10 | 30.3 | 36.3 | Met Target† |
| Non-Economically Disadvantaged Students | 430 | 97.8 | 54.20 | 51.00 | 54.30 | 54.2 | | |
| Students with Disabilities | 99 | 96.4 | 36.40 | * | 16.50 | 36.4 | 37 | Met Target† |
| Students without Disabilities | 399 | 97.5 | 54.60 | * | 48.80 | 54.6 | | |
| English Learners | 18 | 100.0 | 27.80 | 22.70 | 23.30 | 27.8 | ** | ** |
| Non-English Learners | 480 | 97.1 | 51.90 | 47.90 | 45.20 | 51.9 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Grade Span 03-05

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 171 | 751 | 751 | 751 | * | * | 32% | 41% | 12% | 53% | 53% |
| White | 125 | 754 | 754 | 759 | * | * | 28% | 43% | 14% | 58% | 63% |
| Hispanic | 18 | 741 | 741 | 738 | 0% | * | 56% | * | 0% | 33% | 37% |
| Black or African American | 15 | 743 | 743 | 733 | * | * | * | * | * | 47% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | * | 750 | * | * | * | * | * | * | 51% |
| Two or More Races | 10 | 746 | 746 | 751 | * | * | * | * | * | 40% | 53% |
| Female | 86 | 750 | 750 | 751 | * | * | 37% | 41% | * | 49% | 52% |
| Male | 85 | 752 | 752 | 751 | * | * | 27% | 41% | * | 57% | 53% |
| Economically Disadvantaged Students | 24 | 740 | 740 | 736 | * | * | * | * | * | 38% | 34% |
| Non-Economically Disadvantaged Students | 147 | 753 | 753 | 761 | * | * | * | * | * | 55% | 65% |
| Students with Disabilities | 34 | 738 | 738 | 729 | * | * | * | * | * | 38% | 29% |
| Students without Disabilities | 137 | 755 | 755 | 755 | * | * | * | * | * | 56% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | * | * | * | 750 | * | * | * | * | * | * | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 185 | 751 | 751 | 747 | * | 11% | 36% | 47% | * | 50% | 47% |
| White | 150 | 753 | 753 | 755 | * | 9% | 37% | 49% | * | 52% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | 11 | 740 | 740 | 729 | 0% | * | * | * | 0% | 27% | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 88 | 748 | 748 | 747 | * | * | 44% | 36% | * | 40% | 47% |
| Male | 97 | 754 | 754 | 747 | * | * | 29% | 57% | * | 59% | 48% |
| Economically Disadvantaged Students | 27 | 737 | 737 | 732 | * | * | 56% | * | * | 19% | 27% |
| Non-Economically Disadvantaged Students | 158 | 753 | 753 | 757 | * | * | 33% | * | * | 55% | 61% |
| Students with Disabilities | 37 | 737 | 737 | 724 | * | * | * | 35% | * | 38% | 22% |
| Students without Disabilities | 148 | 755 | 755 | 751 | * | * | * | 50% | * | 53% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | * | * | * | 749 | * | * | * | * | * | * | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Grade Span 03-05

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 165 | 752 | 752 | 747 | * | 15% | 35% | 37% | * | 48% | 46% |
| White | 134 | 753 | 753 | 754 | * | 17% | 31% | 40% | * | 51% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | 14 | 739 | 739 | 729 | * | * | 71% | * | * | 14% | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 73 | 748 | 748 | 747 | * | 14% | 44% | 30% | * | 38% | 47% |
| Male | 92 | 756 | 756 | 746 | * | 16% | 28% | 42% | * | 55% | 46% |
| Economically Disadvantaged Students | 20 | 745 | 745 | 732 | * | * | 50% | * | * | 35% | 27% |
| Non-Economically Disadvantaged Students | 145 | 753 | 753 | 756 | * | * | 33% | * | * | 50% | 59% |
| Students with Disabilities | 29 | 736 | 736 | 725 | * | 38% | * | * | * | 24% | 19% |
| Students without Disabilities | 136 | 756 | 756 | 751 | * | 10% | * | * | * | 53% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

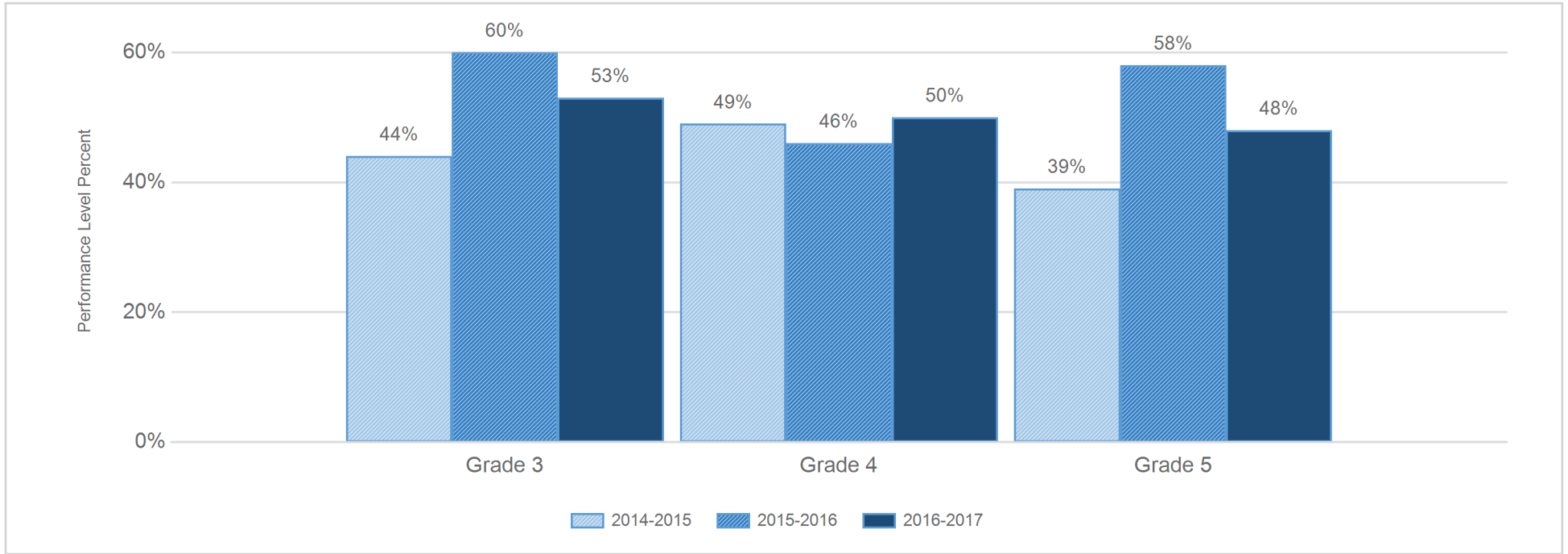


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | N | N |
| 5 | * | * |

English Language 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. The table also shows 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 |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | N | N | N |
| 3 | N | N | N |
| 4 | N | N | N |
| 5+ | * | * | * |



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

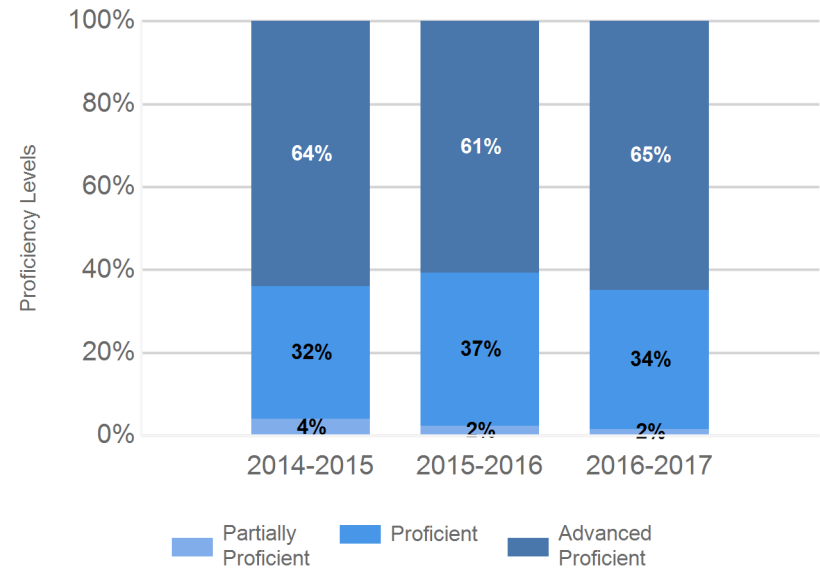
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 65% | 34% | 2% |
| White | 68% | 31% | 1% |
| Hispanic | 36% | 64% | N |
| Black or African American | 50% | * | 8% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | 36% | 59% | 5% |
| Students with Disabilities | 35% | 62% | 3% |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 40 | 47 | 50 | Met Target | 53 | 51 | 50 | Met Target |
| White | 39.5 | 47 | 50 | Not Met | 53 | 52 | 52 | Met Target |
| Hispanic | 47 | 43.5 | 49 | Met Target | 51 | 43.5 | 47 | Met Target |
| Black or African American | 39 | 49 | 45 | Not Met | 52.5 | 45 | 43 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 60 | ** | * | 73 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 40 | 52 | ** |
| Economically Disadvantaged | 42.5 | 42 | 47 | Met Target | 58 | 49 | 46 | Met Target |
| Students with Disabilities | 44 | 44 | 41 | Met Target | 57 | 51.5 | 43 | Met Target |
| English Learners | 68 | * | 53 | ** | 67 | * | 51 | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.



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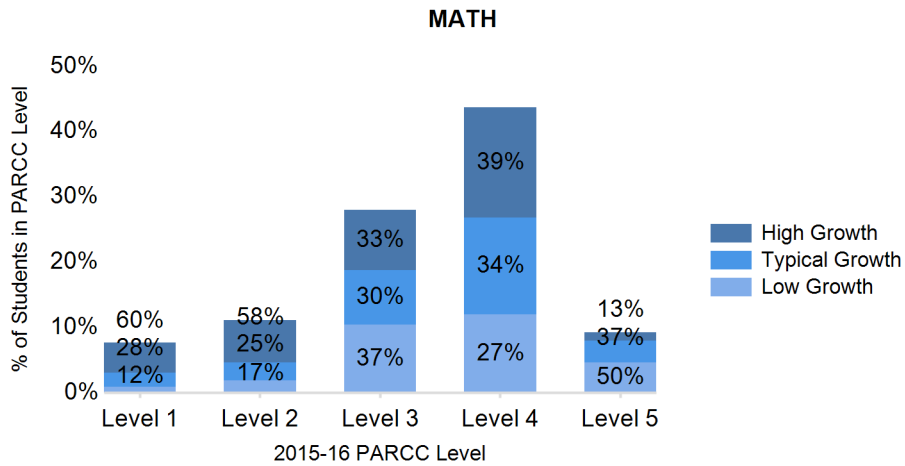
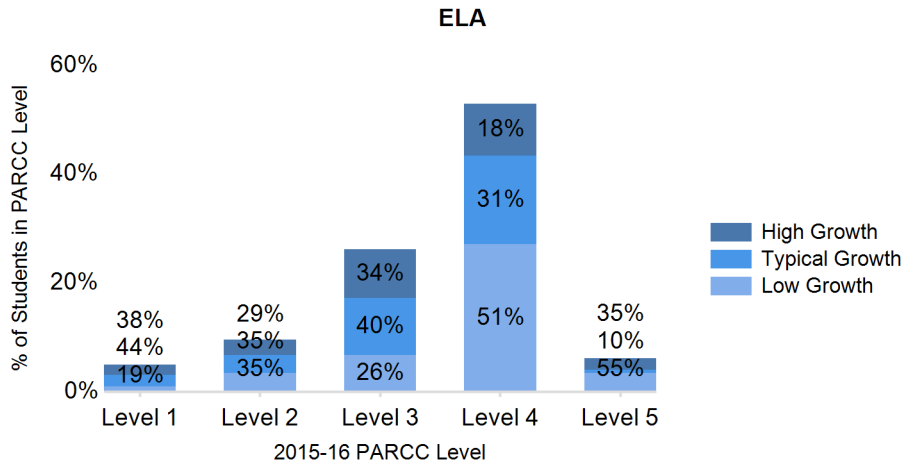
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

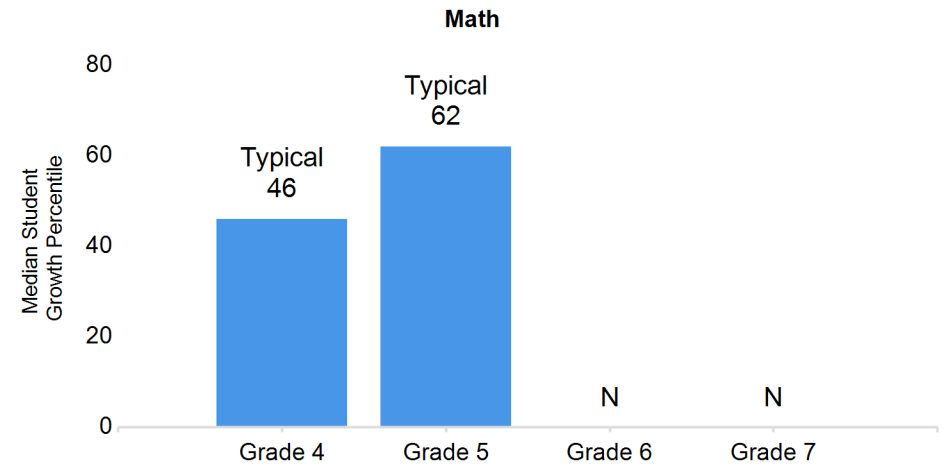
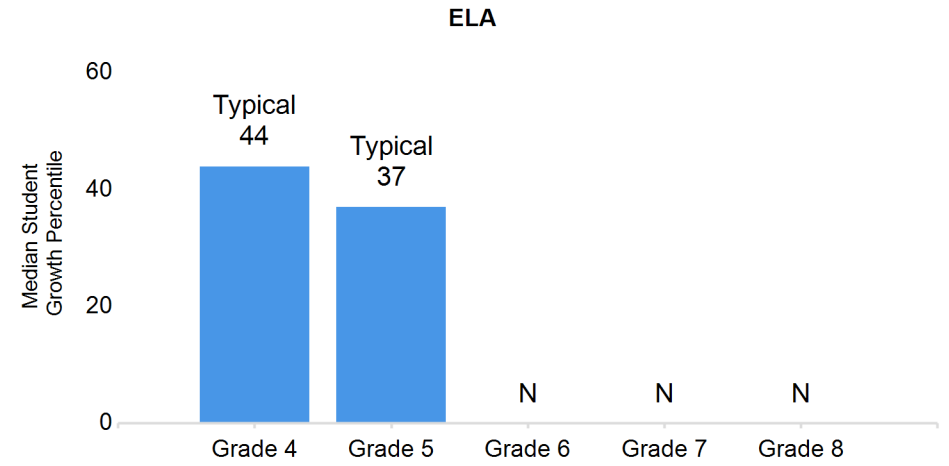
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

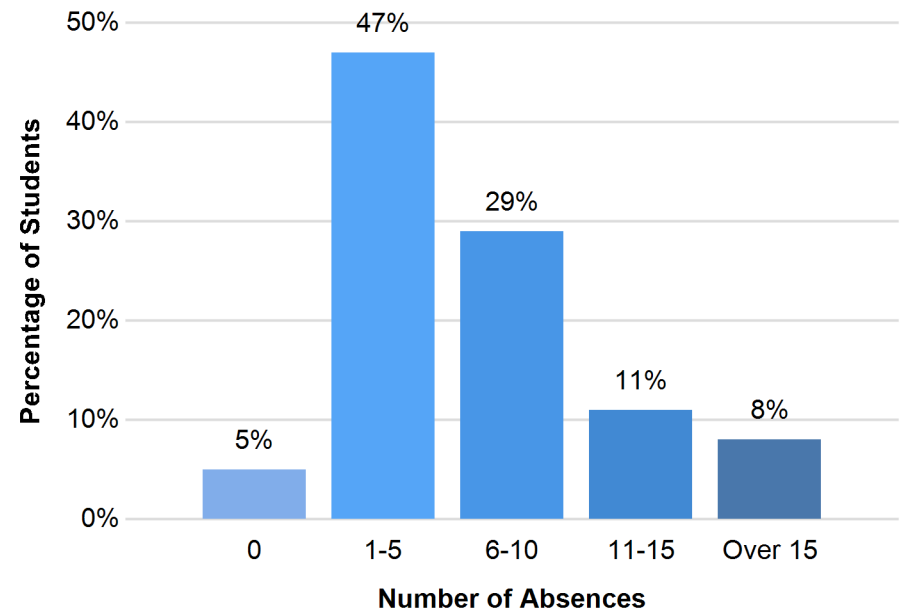
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 5.90 | 7.00 | Met Target |
| White | 3.10 | 7.00 | Met Target |
| Hispanic | 15.20 | 7.00 | Not Met |
| Black or African American | 16.70 | 7.00 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 13.00 | 7.00 | Not Met |
| Economically Disadvantaged Students | 25.00 | 7.00 | Not Met |
| Students with Disabilities | 7.00 | 7.00 | Met Target |
| English Learners | N | ** | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



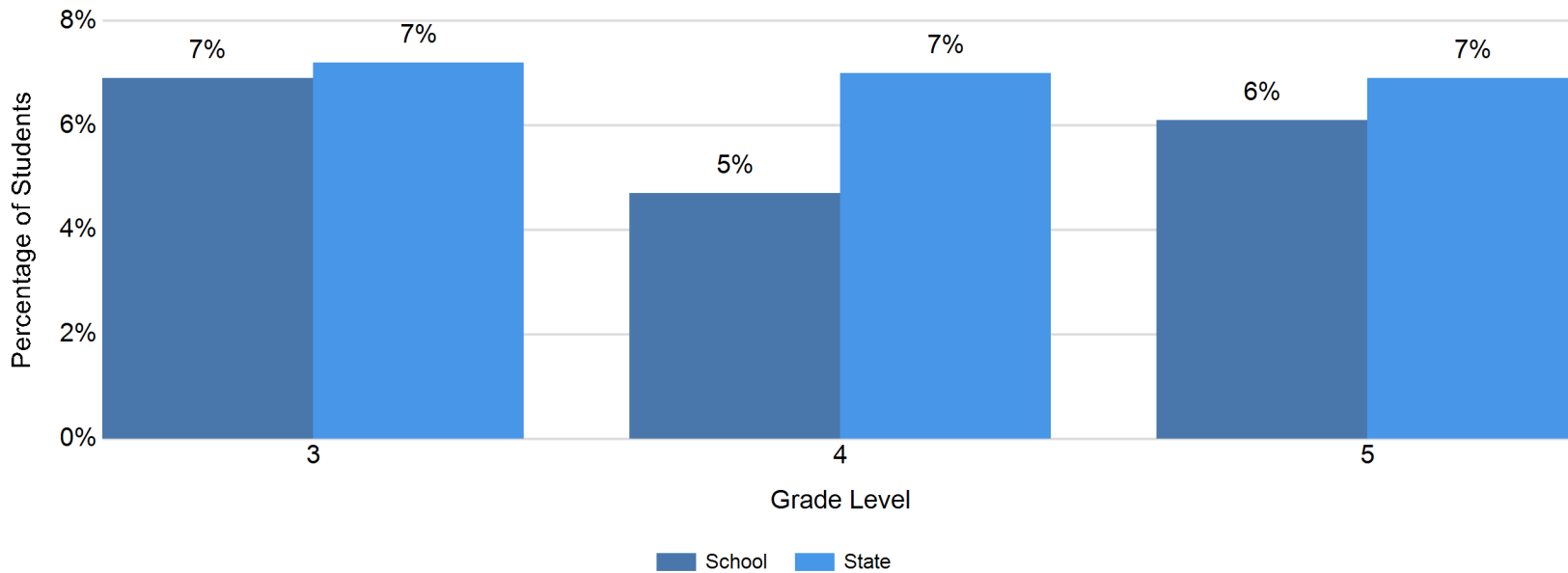


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:35AM |
| Typical End Time | 3:05PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs. 35 Mins. |
| Shared Time - Instructional Time | * |

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 0.74 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 0.2% |
| Any Suspension | 0.2% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 2.8:1 | 202.3 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

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).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$346 | \$14,470 | \$14,816 |



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 BURLINGTON
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 1200 WYNWOOD DRIVE
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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 | 51 | 120,724 |
| Average years experience in public schools | 9.8 | 11.8 |
| Average years experience in district | 9.2 | 10.5 |
| Teachers in district for 4 or more years | 75% | 74% |

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 | 22 | 9,506 |
| Average years experience in public schools | 17.9 | 15.9 |
| Average years experience in district | 13.9 | 11.6 |
| Administrators in district for 4 or more years | 91% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member 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.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 11:1 |
| Administrators | 271:1 | 112:1 |
| Librarian/Media Specialists | | N |
| Nurses | | 494:1 |
| Counselors | | 412:1 |
| Child Study Team | | 275:1 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 95% | 88% |

Faculty Attendance

This table shows the percentage of days that school 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 |
|-------------|----------------|
| 2016-17 | 96% |



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 56.4 | 17.5% |
| Mathematics Proficiency | 56.1 | 17.5% |
| English Language Arts Growth | 20.8 | 25.0% |
| Mathematics Growth | 67.7 | 25.0% |
| Chronic Absenteeism | 36.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 47.2 |
| Summative Rating: Percentile rank of Summative Score | | 45.2 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 47.2 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 44.6 | 11.9 | No | Met Target | Met Target† | Met Target | Not Met | Met Target | No |
| Hispanic | 44.5 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Met Target | No |
| Black or African American | 58.0 | 11.9 | No | Met Target | Met Target† | Not Met | Not Met | Met Target | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | N | N | Not Met | ** | ** | No |
| Economically Disadvantaged Students | 51.9 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 77.4 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mrs. BANECKER | Email Address: | baneckerd@cinnaminson.com |
| Address: | 1200 WYNWOOD DRIVE CINNAMINSON, NJ 08077-2404 | Website: | http://ers.cinnaminson.com/ |
| Phone: | (856)829-7778 | Facebook: | https://www.facebook.com/CinnaminsonSchools/ |
| | | Twitter: | https://twitter.com/CinnaminsonBOE |

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.

| | |
|---|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • 27 5th grade math students came in 1st place in the National Academics Cup Multiplication Competition • 5th grade Music Makers group were semi-finalists in the B101 FM holiday music competition • Ongoing partnership with our Home & School Association to provide several opportunities for family involvement |
|  <p>Mission, Vision, Theme:</p> | <p>Eleanor Rush Intermediate School, located in Cinnaminson Township, is a community of learners where the best interest of students comes first. The school is home to approximately 571 students in grades three through five. Our objective is to produce literate, confident, and responsible students in a building that is safe, with high expectations for learning. We stress good character of all students and our staff leads by example. Good character is displayed by our thoughts, words, and actions.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>In 2016, two Eleanor Rush Intermediate School students achieved a perfect score on the PARCC, one in ELA and one in Mathematics. Twenty-seven students scored a perfect score of 300 on the grade four NJ ASK Science assessment.</p> |






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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.

| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Our curriculum is driven by the New Jersey Student Learning Standards. Students receive instruction in Language Arts Literacy, Mathematics, Science, and Social Studies. Special Area teachers provide instruction in art, music, physical education, library, health, Spanish, and technology. In addition, we provide: basic skills reading and math, special education, gifted and talented, English as a second language, speech therapy, occupational therapy, and physical therapy</p> |
|  <p>Clubs and Activities:</p> | <p>Extra-curricular school clubs, intramurals, and musical groups occur from October through May. The following clubs are offered: Art, Creative Arts, Ecology, Rush Runners, Student Council, Unity, and Yoga. Intramurals include: Flag Football, Floor Hockey, and Wiffle Ball. Musical groups offered are: Music Makers, Advanced Choir, Advanced Band, and Rush Fiddlers.</p> |
|  <p>Before and After School Programs:</p> | <p>"Strategies for Success" is an after school tutoring program in reading and mathematics for special education students and general education students who receive basic skills instruction.</p> |







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School Narrative

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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>The district provides professional development to staff during Curriculum Days. Examples of professional learning are: Google, Google Classroom, Dyslexia, NGSS Science STEM Activities, Special Education Law, SMART Notebook, Yoga and Mindfulness, Suicide Prevention, and A.L.I.C.E. Training (school security protocol).</p> |
|  <p>Student Supports and Services:</p> | <p>Our school has a number of support programs to help ensure student success; programs for special need children, gifted & talented (Project Challenge), basic skills assistance, English as a second language, speech and occupational therapy, physical therapy and Orton-Gillingham Literacy instruction. The Intervention and Referral Services Team provides assistance for students who are experiencing academic or behavioral difficulties.</p> |
|  <p>Student Health and Wellness:</p> | <p>Rush School participates in "Jump Rope for Heart" to promote a healthy lifestyle and raise funds for the American Heart Association. Additionally, staff participates in "Wear Red for Heart Day" sponsored by the American Heart Association.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The Cinnaminson Elementary Home and School Association (CEHASA) includes parents from New Albany and Rush School. CEHASA is active during our school events, such as Track and Field Day, Fifth Grade Recognition Night, Family Math and Literacy Night, and Family Science Night. Parents can access student information and review school and district policies through the Parent Portal.</p> |




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School Narrative

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| | |
|---|--|
|  <p>Facilities:</p> | <p>Our school underwent recent renovations to increase school security. Visitors now enter the building's main entrance via a secure vestibule where they are processed through the Lobby Guard system. There is a new canopy across the front of the school to protect students, staff, and visitors from inclement weather</p> |
|---|--|



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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.

The Bus Aides assist drivers to ensure students correctly wear their seatbelts and report any potential student safety or security issues. Bus Safeties are chosen by the bus drivers. Rush School presently has one computer lab, equipped with Chromebooks. In addition, we have three Chromebook carts and two laptop carts for use in the classrooms.



Other Information:



**NEW ALBANY
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 27 | 29 | 16 |
| KG | 153 | 161 | 153 |
| 1 | 181 | 189 | 194 |
| 2 | 171 | 161 | 176 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Ungraded | 19 | 12 | 20 |
| Total | 551 | 552 | 559 |

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 30 | 29 | 15 |
| PK - Full Day | 0 | 0 | 1 |
| KG - Half Day | 152 | 157 | 153 |
| KG - Full Day | 0 | 4 | 0 |

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 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 48% | 45% | 45% |
| Male | 52% | 55% | 55% |
| Economically Disadvantaged Students | 16% | 13% | 11% |
| Students with Disabilities | 15% | 19% | 19% |
| English Learners | 3% | 6% | 6% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 78.4% |
| Hispanic | 6.8% |
| Black or African American | 6.6% |
| Asian | 3.2% |
| American Indian or Alaska Native | 0.4% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 4.7% |

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. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 92.1% |
| Turkish | 2.7% |
| Other | 5.4% |



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

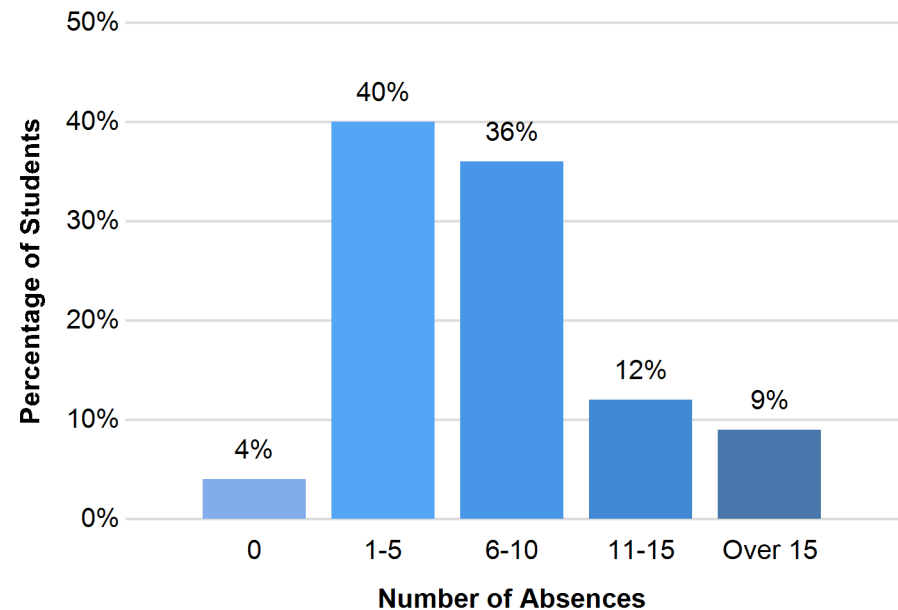
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 6.30 | 9.80 | Met Target |
| White | 4.60 | 9.80 | Met Target |
| Hispanic | 19.40 | 9.80 | Not Met |
| Black or African American | 11.10 | 9.80 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 0 | 9.80 | Met Target |
| Economically Disadvantaged Students | 19.70 | 9.80 | Not Met |
| Students with Disabilities | 9.40 | 9.80 | Met Target |
| English Learners | 10.30 | 9.80 | Not Met |

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





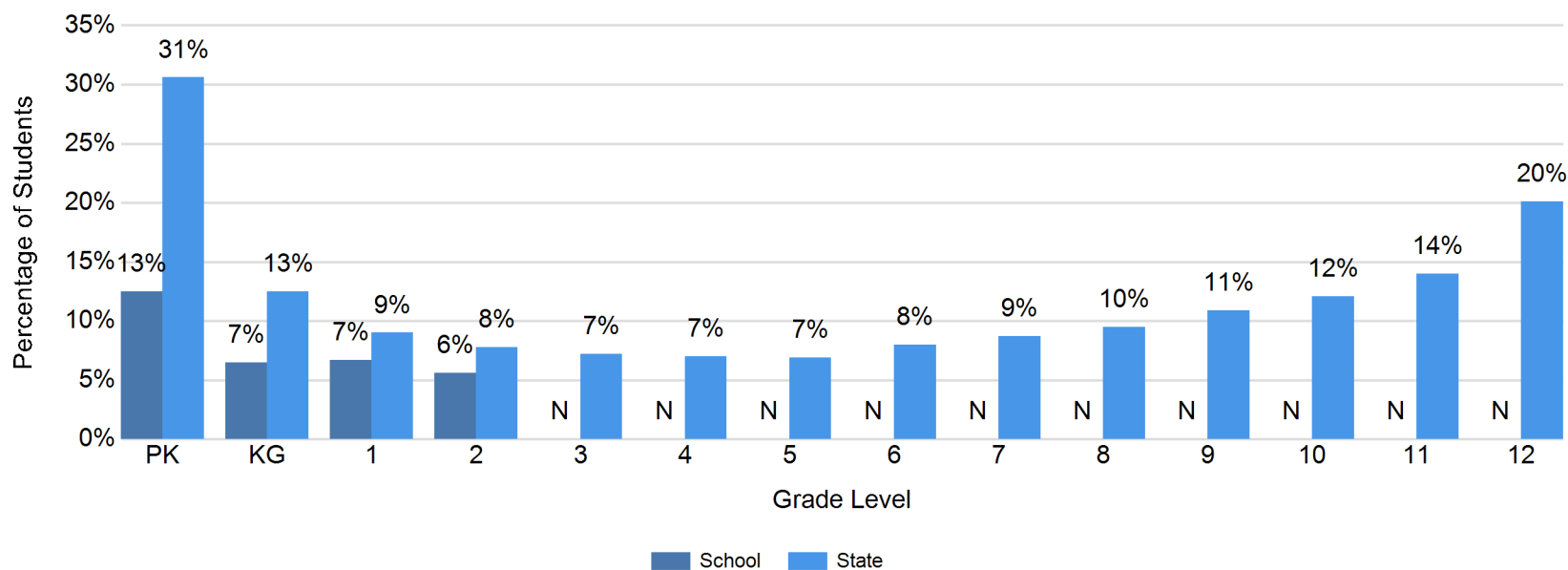
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 9:05AM |
| Typical End Time | 3:35PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs. 38 Mins. |
| Shared Time - Instructional Time | * |

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 2 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.36 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 0.7% |
| Any Suspension | 0.7% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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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).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|-----------------|----------|
| District Total | \$346 | \$14,470 | \$14,816 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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 | 38 | 120,724 |
| Average years experience in public schools | 11.1 | 11.8 |
| Average years experience in district | 10.7 | 10.5 |
| Teachers in district for 4 or more years | 76% | 74% |

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 | 22 | 9,506 |
| Average years experience in public schools | 17.9 | 15.9 |
| Average years experience in district | 13.9 | 11.6 |
| Administrators in district for 4 or more years | 91% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member 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.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 15:1 | 11:1 |
| Administrators | 280:1 | 112:1 |
| Librarian/Media Specialists | | N |
| Nurses | | 494:1 |
| Counselors | | 412:1 |
| Child Study Team | | 275:1 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree

| | |
|---------|---|
| Teacher | N |
| Admin | N |

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 93% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 95% | 88% |

Faculty Attendance

This table shows the percentage of days that school 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 |
|-------------|----------------|
| 2016-17 | 96% |



**NEW ALBANY
2016-2017**

Grade Span PK-02




05-0840-055
BURLINGTON
CINNAMINSON TWP
2701 NEW ALBANY ROAD
CINNAMINSON, NJ 08077

School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mr. LAYDEN | Email Address: | laydenj@cinnaminson.com |
| Address: | 2701 NEW ALBANY ROAD CINNAMINSON, NJ 08077 | Website: | http://nas.cinnaminson.com/ |
| Phone: | (856)786-2284 | Facebook: | https://www.facebook.com/CinnaminsonSchools/ |
| | | Twitter: | https://twitter.com/CinnaminsonBOE |

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: | <ul style="list-style-type: none"> • Technology is part of each student's day with SmartBoards, iPads, and Chromebooks used in every classroom. • Ongoing partnership with our Home and School Association to provide several opportunities for family involvement • Offers Developmental Kindergarten and Transitional First classes, along with integrated Kindergarten and Pre-K classes |
|  Mission, Vision, Theme: | New Albany Elementary School is a community of learners where the best interest of students comes first. It is home to just under 550 students in pre-school through grade two. Our goal is to produce literate, confident, and responsible students in an environment that is safe and nurturing. |
|  Awards, Recognition, Accomplishments: | Students have been recognized for outstanding work through the NJ Fire Prevention Poster contest and the Invention Convention. Teachers often take advantage of and are awarded grant money to supplement their instruction. |






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|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>The Foundations program is utilized to introduce and strengthen phonemic awareness, along with the Treasures Reading Series. Students are provided guided reading lessons daily to boost fluency and comprehension skills. Writing instruction is done through a writers' workshop model. In Math, technology is integrated using the Envisions program, along with guided math lessons. "Science Alive!" is our newest addition to curriculum as the students are introduced to the new NJ Science Standards.</p> |
|  <p>Clubs and Activities:</p> | <p>All students enjoy music, art, physical education, and technology classes. World Language is taught in the classrooms. Instructional activities are enhanced through the use of technology in the computer lab, classrooms, and at home. The school district has purchased site licenses for students to access. These educational websites are used to augment the learning from the classroom. Classes visit the library on a regular basis where they can pick their favorites from over 13,000 books.</p> |
|  <p>Before and After School Programs:</p> | <p>Students who receive assistance through the Title I program are offered to attend the Strategies for Success after-school tutoring program as well as the Summer S.M.A.R.T. program. Both combine a fun atmosphere with academic activities to make the sessions highly-engaging. A non-academic Summer Camp program is also offered to our students in which they can take classes, such as drama, tennis, or visual arts.</p> |







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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>Instructional staff collaborate regularly during common planning times and work towards common goals in their monthly Professional Learning Communities. Workshops and webinars provided by outside resources are often taken advantage of, as well as in-district training and professional development. A school-wide Book Club is also offered each year at New Albany.</p> |
|  <p>Student Supports and Services:</p> | <p>There are a wide variety of support programs that accommodate student needs: pre-school handicapped, integrated pre-school, developmental kindergarten, transitional first grade, programs for special needs children, gifted and talented, basic skills assistance, English as a second language, speech therapy, occupational therapy, and physical therapy. The Intervention and Referral Services Team assists students who are experiencing academic or behavioral difficulties.</p> |
|  <p>Student Health and Wellness:</p> | <p>There is a school counselor on staff who provides social and emotional support to students in need, as well as classroom lessons to foster character-building and the coordination of our school-wide positive behavior recognition program, "High Five for You!" Students have physical education classes 1-2 times per week and recess daily. A full-time nurse is on staff to meet the physical wellness needs of our staff and students.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Our Cinnaminson Elementary Home and School Association coordinates and assists with several entertaining family activities each year, such as our Father/Daughter & Mommy/Son dance, ice cream socials, bingo and movie nights, and a family science night. Using one large fundraiser a year, CEHASA is able to assist the school staff with their own initiatives such as Literacy Night and Kindergarten Orientation.</p> |



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Facilities:

Recent renovations include a new secure main entrance to the school, a nurses suite and office renovations to include a conference room. There are rooms dedicated to art, music and computers. Our multi-purpose room serves us well as our cafeteria, gym and auditorium. There are two interior courtyards which provide natural light to eight classrooms.



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Other Information:

New Albany School maintains an excellent reputation with our parents and community members. This is true for our three sister schools as well as our central administration. Realtors report that Cinnaminson housing inventory sells much more quickly than other towns in Burlington County and the surrounding counties. Many of those moving into Cinnaminson have familial ties here. It is common to find that new residents went to school here as children and returned to provide their children with an outstanding education. Our faculty is second to none. It is not uncommon to find teachers spending their lunchtime at a grade level 'Chat and Chew' to discuss pedagogy and instruction. The spirit of cooperation and true professionalism is evident in all areas of learning and administration. Last school year, our staff requested a trimester school year. That was approved by the Board of Education and implemented this September. We are currently moving to a standards based report card which will better inform parents of their child's level of mastery of each standard. A reading level will be included on each report card to provide parents with a general frame of reference regarding their child's demonstrated reading ability. Parent information meetings have been held to educate our parents on how to interpret the new report card information. Other communication regarding the new report card has been sent home and is available on our website.