



New Albany Elementary School
(05-0840-055)
Grades Offered: PK-02
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Cinnaminson Township School District
Principal Name	Ms. Valerie Jones
Address	2701 NEW ALBANY ROAD CINNAMINSON, NJ 08077
Phone Number	856-786-2284
Email Address	jonesv@cinnaminson.com
Website	http://nas.cinnaminson.com
Facebook	https://fb.com/NAScinnaminson
Twitter	https://twitter.com/NewAlbanyElem



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	32	29	34
KG	155	158	154
1	195	195	200
2	177	172	189
Total	559	554	577

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.3%	44.0%	45.1%
Male	54.7%	56.0%	54.9%
Economically Disadvantaged Students	11.4%	10.6%	12.1%
Students with Disabilities	18.6%	18.6%	19.1%
English Learners	5.9%	4.5%	6.1%
Homeless Students	1.1%	0.9%	1.7%
Students in Foster Care	0.2%	0.2%	1.0%
Military-Connected Students	0.0%	0.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	78.4%	78.2%	77.8%
Hispanic	6.8%	7.4%	8.0%
Black or African American	6.6%	7.0%	7.8%
Asian	3.2%	2.3%	2.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.2%	0.0%
Two or More Races	4.7%	4.9%	3.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	31	29	34
PK - Full Day	1	0	0
KG - Half Day	154	154	150
KG - Full Day	1	4	4

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	89.9%
Turkish	2.8%
Portuguese	2.4%
Spanish	1.4%
Other Languages	3.5%



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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	86.7%	**	**

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	*	*
3-4	*	*	*
5 or more	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

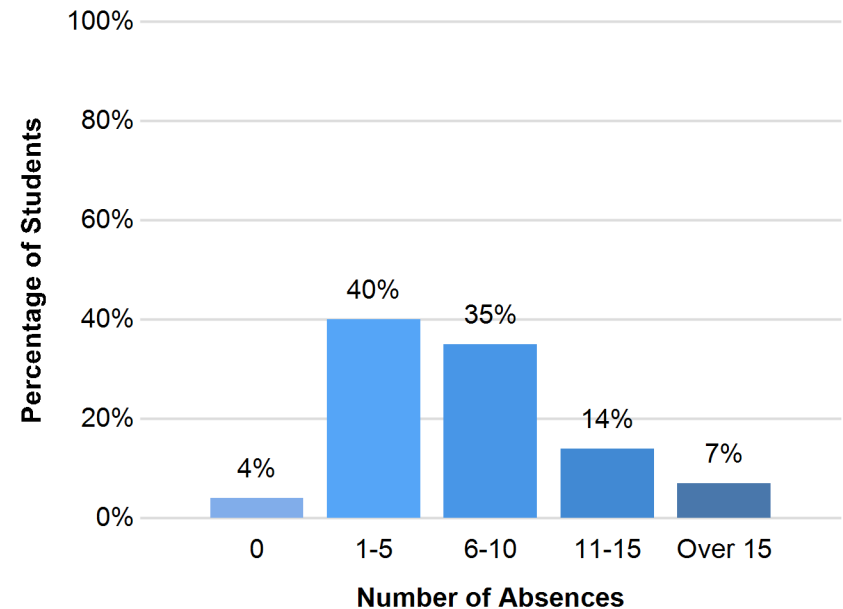
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	4.3	10.3	Met
White	13	3.1	10.3	Met
Hispanic	5	11.1	10.3	Not Met
Black or African American	3	7.5	10.3	Met
Asian, Native Hawaiian, or Pacific	1	6.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	10.3	Met
Female	12	4.9		
Male	11	3.7		
Economically Disadvantaged Students	8	11.8	10.3	Not Met
Students with Disabilities	7	7.9	10.3	Met
English Learners	2	6.3	10.3	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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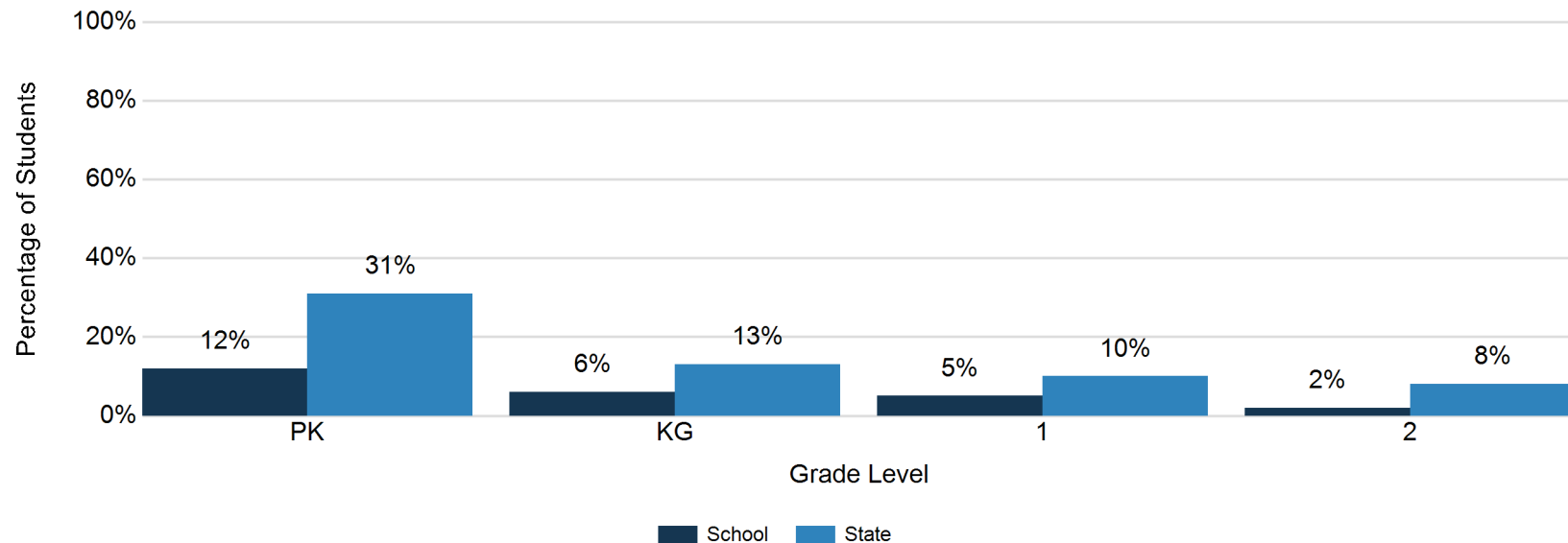
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

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



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	87.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	12:1
Students to Administrators	289:1	107:1
Teachers to Administrators	19:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		641:1
Students to Counselors		427:1
Students to Child Study Team Members		256:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.1%	97.4%	50.0%	48.4%	77.1%	54.9%
Male	54.9%	2.6%	50.0%	51.6%	22.9%	45.1%
White	77.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.



Highlights:

- Technology is part of each student's day with the integration of interactive whiteboards, iPads, and Chromebooks used in every classroom.
- Partnerships with Home and School, local senior citizens, county Bookmates, local fire and police departments provide for family and community involvement.
- Developmental Kindergarten, Transitional First Grade, Integrated Kindergarten and Pre-K classes give all children their best start to school.



Mission, Vision, Theme:

New Albany School is a community of young learners where the best interests of students come first. It is home to more than 575 children in preschool through grade two. Our goal is to produce literate, confident, responsible students in an environment that is safe and nurturing. Students enter the school through a plant-filled atrium which was built to "harden" the front entrance. They are greeted by large painted murals created by high schoolers and second grade buddies. Empowering young decision-makers underlies our vision.



Awards, Recognition, Accomplishments:

The school is working towards recognition of character development. Students see reminders of "Choose to be Nice." One child will read his definition of "nice" during morning announcements. Students can visit the principal to earn an Read to the Principal ribbon or can receive a High Five note from any adult. Teachers write grants to supplement their instruction. A Teacher of the Year designation is awarded along with a BOE Achievement Award for staff members who have gone above and beyond to better our schools.



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Courses, Curriculum, Instruction:

The Foundations program introduces and strengthens phonemic awareness. Students have daily guided reading lessons to boost fluency and comprehension. Writing instruction uses the writer's workshop model. Math instruction is based on the enVisions program along with guided math lessons and accompanying technology. Bring Science Alive! helps students to accomplish the Next Generation Science Standards. Field trips enhance the Social Studies curriculum. Students hear morning greetings in multiple languages, such as Turkish, Portuguese, Spanish, reflecting the diversity of our students.



Clubs and Activities:

All students attend music, art, physical education, and technology classes. World Language is taught in the classrooms with resource suggestions from the certified ELL teacher. Technology enhances most instruction. Site licenses for educational websites are provided and can be accessed at school or home. Class are regularly instructed in the library which houses over 13,000 books for their selection.



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Before and After School Programs:

Students who receive assistance through the Title I Program may attend the Strategies for Success after-school tutoring program and/or the Summer S.M.A.R.T. program. A non-academic Summer Camp program is offered to students who can take classes in drama, tennis, or visual arts. SAC is an in-district childcare option available before and after school.



Staff and Professional Learning:

Instructional staff collaborate during common planning times. Teachers partner with substitutes to help welcome subs and answer their questions. Each grade produces a concise monthly summary of their activities which is shared with the Principal and the Superintendent. Workshops and webinars are provided by the District and by outside resources. A school-wide book club, led by the Assistant Principal, now involves staff at other schools and central office, too. A newsletter detailing the upcoming week's events is published during the weekend for all staff.



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Student Supports and Services:

Programs that accommodate student needs: preschool handicapped class, integrated preschool, developmental kindergarten, transitional first grade, classes for special needs children, gifted and talented students, basic skills assistance, English as a second language, speech therapy, occupational therapy, physical therapy. The Intervention and Referral Services Team assists academically or behaviorally challenged students.



Student Health and Wellness:

A full time school counselor provides social and emotional support to students, as well as class lessons to foster character building. She coordinates the school's High Five for You! appreciation program. Students participate in daily recess and physical education classes 1-2 times a week. A full time nurse is on staff. Students are monitored in the cafeteria by assistants who report any concerns about eating habits.



Parent and Community Involvement:

Cinnaminson Elementary Home and School coordinates and assists with evening family activities such as the Father/Daughter and Mommy/Son dance, ice cream socials, bingo night and a family science night. They assist staff during Literacy Night and Kindergarten Orientation through the fund-raising efforts that continue during the year.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Renovations to update painting and flooring continue. The new secure main entrance, a nurse's office suite and office renovations to include a conference room are being used. Rooms are dedicated to art, music, technology. The multi-purpose room, which is air-conditioned, serves as the auditorium, cafeteria, and gym. Two interior courtyards which provide natural light to eight classrooms house gardens that attract birds. An interior brick-walled atrium serves as a student art gallery. Most recently, four classrooms were refurbished and updated with new flooring, ceiling tiles and painted walls.



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Technology and STEM:

Our new STEM Technology Lab allows students the opportunity to explore real world problems and engage in learning activities that investigate the natural world with regard to science, technology, engineering, and mathematics.



New Albany Elementary School
 (05-0840-055)
 Grades Offered: PK-02
 2018-2019

Report Key:

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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 the school or district directly.



Other Information

New Albany School maintains an excellent reputation with parents and community members. Many new residents have familial ties here. It is common to find that new residents went to school here and returned to provide their own children with an outstanding education. Other new families have brought us increasing cultural diversity and learning as we meet children who speak Portuguese, Spanish, and Turkish. Our faculty is highly educated and professional. Teachers feel empowered to suggest changes and in recent years their ideas have led to a trimester school year and a standards-based report card which better informs parents of their child's mastery of each of the NJ Standards. The staff enjoys the challenge of providing our young learners with an education that is both traditional and forward-looking as we prepare the students to be 21st century good citizens.



Cinnaminson Middle School
(05-0840-053)
Grades Offered: 06-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Cinnaminson Middle School**

(05-0840-053)

Grades Offered: 06-08

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Cinnaminson Township School District
Principal Name	Mr. Hamm Kolev
Address	312 N FORKLANDING ROAD CINNAMINSON, NJ 08077
Phone Number	856-786-8012
Email Address	kolevh@cinnaminson.com
Website	http://cms.cinnaminson.com
Facebook	https://fb.com/piratesCMS
Twitter	https://twitter.com/@CMSpirates



Cinnaminson Middle School
(05-0840-053)
Grades Offered: 06-08
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	188	185	208
7	181	194	193
8	213	185	192
Total	582	564	593

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.6%	45.7%	44.4%
Male	53.4%	54.3%	55.6%
Economically Disadvantaged Students	16.0%	14.5%	13.3%
Students with Disabilities	14.1%	16.0%	14.2%
English Learners	0.3%	0.4%	0.3%
Homeless Students	2.2%	1.4%	1.0%
Students in Foster Care	0.2%	0.0%	0.2%
Military-Connected Students	0.7%	0.9%	1.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	78.4%	78.2%	77.1%
Hispanic	6.4%	6.4%	7.1%
Black or African American	7.9%	8.0%	7.6%
Asian	2.9%	2.8%	3.0%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.0%	4.3%	4.9%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	94.1%
Portuguese	2.4%
Other Languages	3.5%



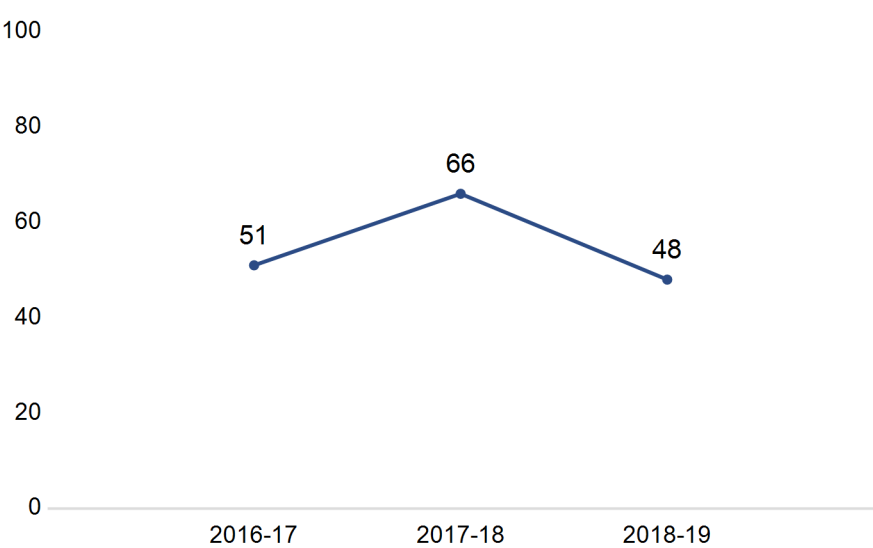
Cinnaminson Middle School
(05-0840-053)
Grades Offered: 06-08
2018-2019

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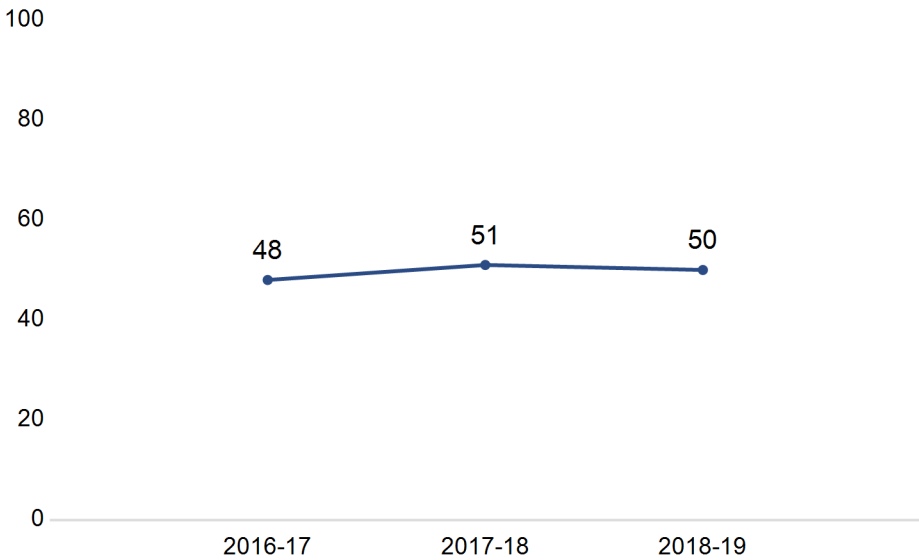
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	66	48	48	51	50
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Cinnaminson Middle School
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	48	50	Met Standard	50	54	50	Met Standard
White	47	48	50	Met Standard	49.5	54	52	Met Standard
Hispanic	53	46	49	Met Standard	29.5	46.5	47	Not Met
Black or African American	50	52.5	45	Met Standard	40	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	46	54.5	59	**	73	73	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	56	43	49	Met Standard	58	58	52	**
Female	51	52	53	N	52	54	50	N
Male	44.5	45	47	N	50	54	51	N
Economically Disadvantaged Students	54	54	48	Met Standard	53	49	46	Met Standard
Students with Disabilities	30.5	36.5	43	Not Met	34	39	45	Not Met
English Learners	82	62	52	**	63	53	50	**
Homeless Students	*	53.5	43	N	*	56.5	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	*	62.5	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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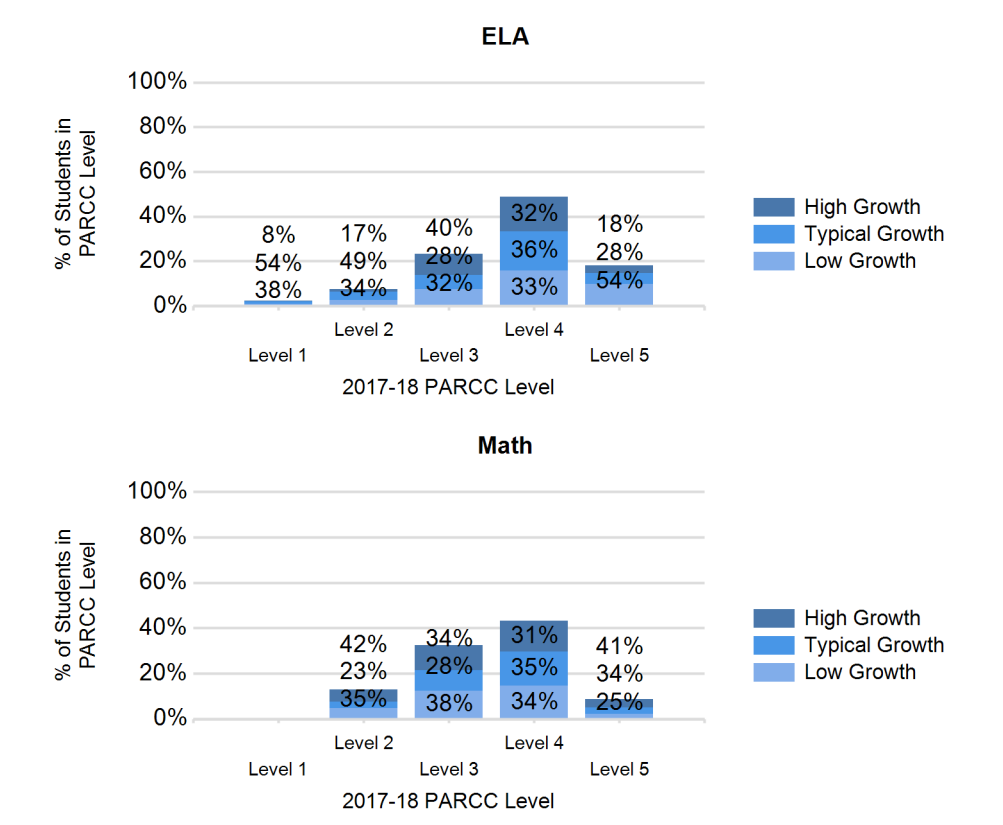
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

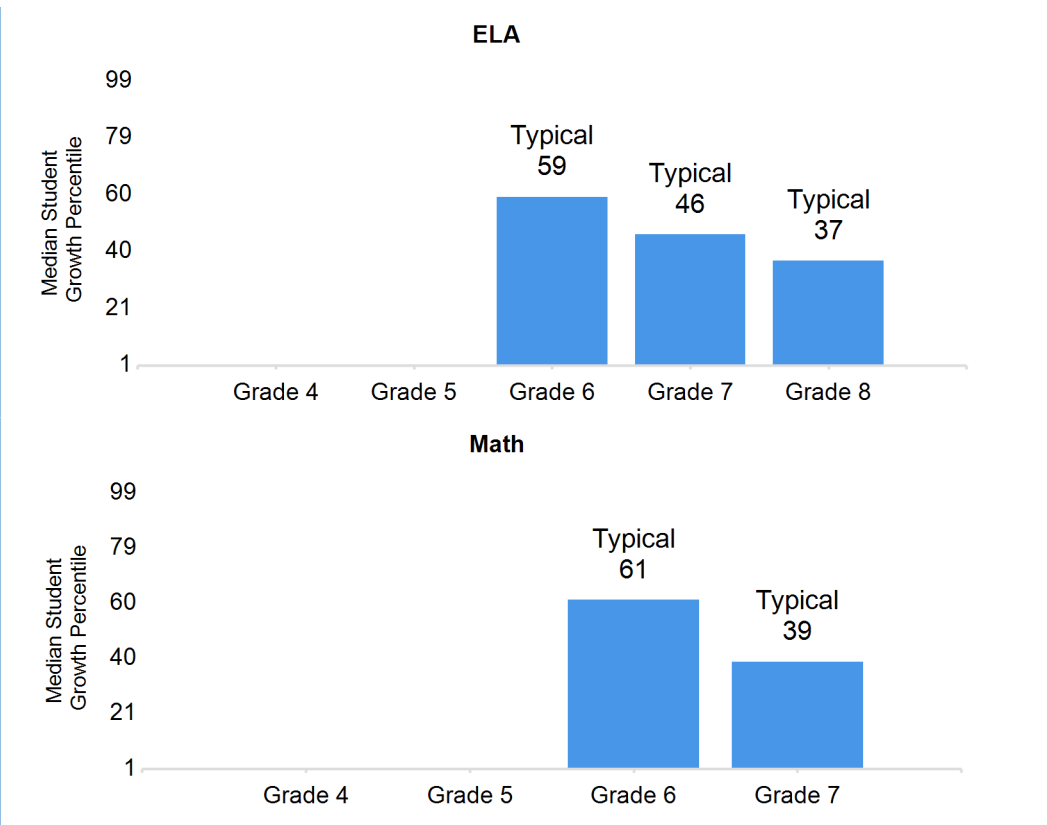
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



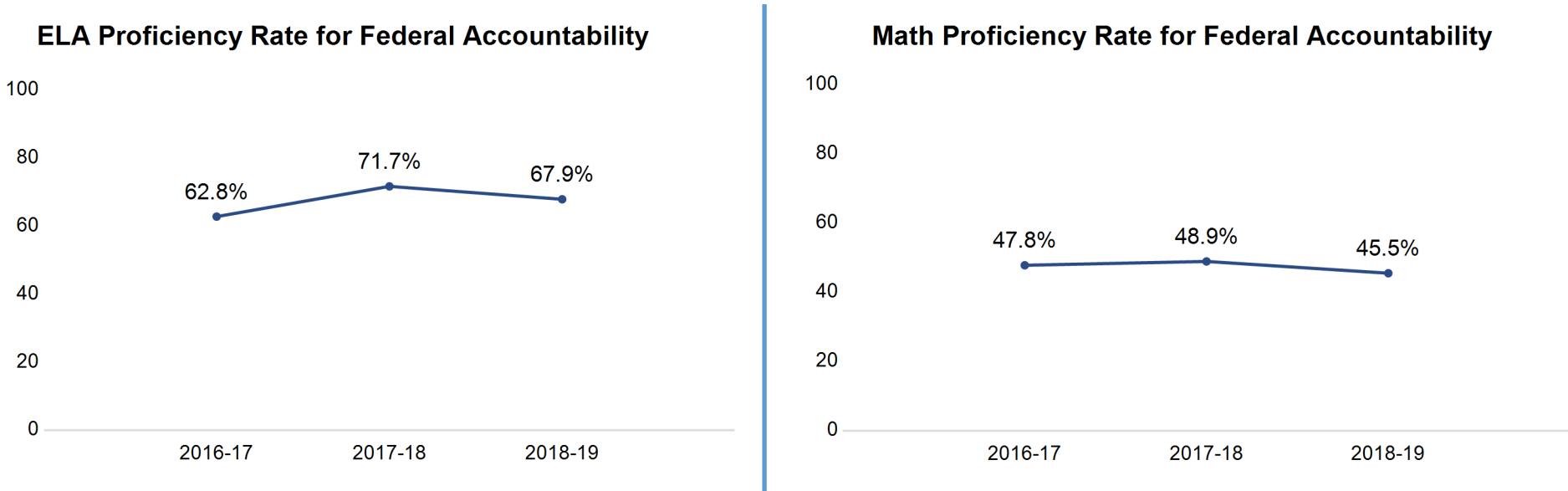


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	95.9%	98.0%	95.9%	95.9%	97.8%
Proficiency Rate for Federal Accountability	62.8%	71.7%	67.9%	47.8%	48.9%	45.5%
Annual Target	58.4%	59.6%	60.7%	44.0%	45.9%	47.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	570	98.0	67.9	66.4	57.9	67.9	60.7	Met Target
White	440	98.2	71.1	69.1	66.9	71.1	61.8	Met Target
Hispanic	43	100.0	51.2	50.5	43.9	51.2	52.1	Met Target†
Black or African American	41	95.6	43.9	51.3	38.5	43.9	52.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.2	*	82.9	84.2	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	27	93.1	66.7	63.2	64.4	65.2	67.8	Met Target†
Female	256	98.1	75.4	73.6	64.8	75.4		
Male	314	97.9	61.8	59.9	51.3	61.8		
Economically Disadvantaged Students	73	96.2	52.1	54.4	40.0	52.1	47.5	Met Target
Non-Economically Disadvantaged Students	497	98.2	70.2	68.4	67.9	70.2		
Students with Disabilities	78	93.0	23.1	28.2	22.7	22.6	28.1	Met Target†
Students without Disabilities	492	98.8	75.0	72.8	65.1	75.0		
English Learners	11	100.0	72.7	*	29.3	72.7	**	**
Non-English Learners	559	97.9	67.8	*	60.6	67.8		
Homeless Students	*	*	*	55.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

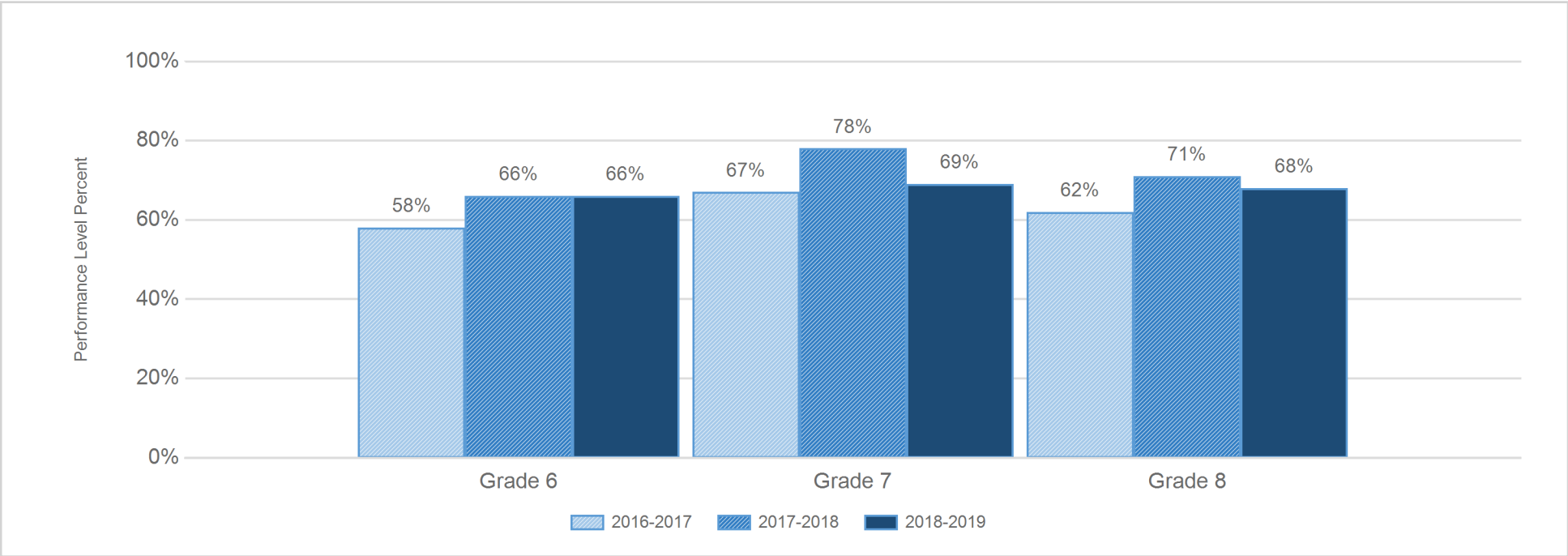


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	204	760	760	754	*	*	25%	54%	12%	66%	56%
White	155	761	761	762	*	*	25%	56%	12%	68%	65%
Hispanic	16	751	751	743	*	*	*	*	*	63%	43%
Black or African American	16	749	749	738	*	*	*	*	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	94	763	763	762	*	*	24%	*	*	70%	64%
Male	110	757	757	748	*	*	25%	*	*	63%	48%
Economically Disadvantaged Students	25	746	746	740	*	*	40%	44%	0%	44%	39%
Non-Economically Disadvantaged Students	179	762	762	763	*	*	23%	55%	14%	69%	67%
Students with Disabilities	25	728	728	722	*	*	*	*	*	24%	19%
Students without Disabilities	179	764	764	761	*	*	*	*	*	72%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	182	764	764	761	6%	9%	16%	39%	30%	69%	63%
White	142	766	766	769	*	*	15%	40%	32%	72%	72%
Hispanic	11	750	750	747	*	*	*	*	*	45%	50%
Black or African American	16	746	746	741	*	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	80	771	771	769	*	*	16%	36%	38%	74%	71%
Male	102	759	759	753	*	*	16%	41%	24%	65%	55%
Economically Disadvantaged Students	25	765	765	743	0%	*	*	*	*	68%	45%
Non-Economically Disadvantaged Students	157	764	764	771	7%	*	*	*	*	69%	73%
Students with Disabilities	30	715	715	720	*	*	*	*	*	13%	22%
Students without Disabilities	152	774	774	769	*	*	*	*	*	80%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	182	764	764	763	6%	9%	16%	39%	30%	69%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	762	762	762	5%	8%	18%	52%	16%	68%	63%
White	144	765	765	770	*	*	18%	54%	18%	72%	72%
Hispanic	14	743	743	747	*	*	*	*	*	50%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	82	776	776	771	*	*	13%	*	*	83%	71%
Male	103	752	752	753	*	*	22%	*	*	56%	55%
Economically Disadvantaged Students	25	754	754	743	*	*	*	*	*	40%	45%
Non-Economically Disadvantaged Students	160	764	764	772	*	*	*	*	*	73%	72%
Students with Disabilities	17	719	719	721	*	*	*	*	*	18%	22%
Students without Disabilities	168	767	767	770	*	*	*	*	*	73%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	185	762	762	764	5%	8%	18%	52%	16%	68%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Cinnaminson Middle School

(05-0840-053)

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	571	97.8	45.5	49.9	44.5	45.5	47.8	Met Target†
White	441	98.2	48.8	52.8	54.1	48.8	49.3	Met Target†
Hispanic	43	97.7	20.9	31.8	28.8	20.9	39.8	Not Met
Black or African American	41	95.6	12.2	26.1	23.0	12.2	30.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	89.5	*	76.5	89.5	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	27	93.1	51.9	54.4	53.3	50.7	43.9	Met Target
Female	257	97.7	42.8	49.0	44.9	42.8		
Male	314	97.9	47.8	50.7	44.2	47.8		
Economically Disadvantaged Students	74	96.2	28.4	34.7	26.3	28.4	31.4	Met Target†
Non-Economically Disadvantaged Students	497	98.1	48.1	52.4	54.9	48.1		
Students with Disabilities	78	93.0	15.4	24.9	17.4	15.1	25.1	Not Met
Students without Disabilities	493	98.6	50.3	54.1	50.0	50.3		
English Learners	12	100.0	33.3	*	25.0	33.3	**	**
Non-English Learners	559	97.8	45.8	*	46.5	45.8		
Homeless Students	*	*	*	22.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	40.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

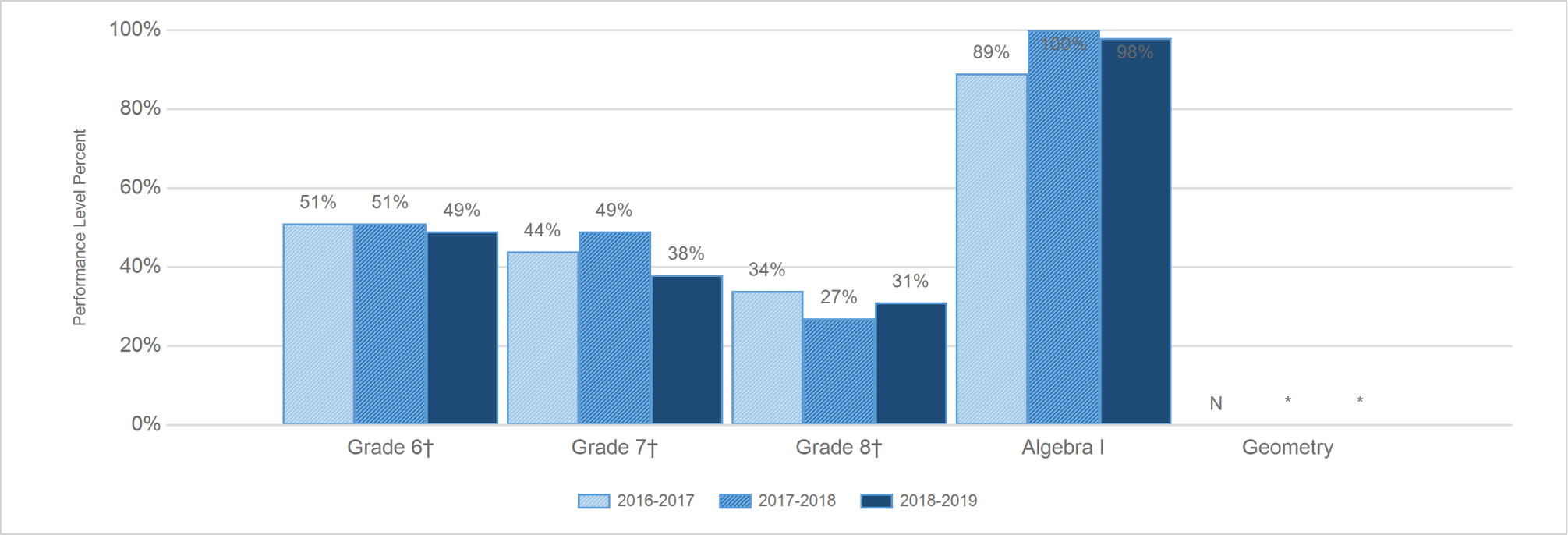


Cinnaminson Middle School
(05-0840-053)
Grades Offered: 06-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Cinnaminson Middle School

(05-0840-053)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	749	749	741	*	20%	29%	*	*	49%	41%
White	155	751	751	749	*	17%	31%	*	*	51%	51%
Hispanic	16	728	728	729	*	*	*	*	*	25%	24%
Black or African American	16	733	733	722	0%	*	*	*	*	19%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	94	745	745	742	*	21%	31%	*	*	45%	42%
Male	110	752	752	740	*	19%	28%	*	*	52%	40%
Economically Disadvantaged Students	25	729	729	726	*	*	48%	*	*	12%	21%
Non-Economically Disadvantaged Students	179	751	751	750	*	*	27%	*	*	54%	53%
Students with Disabilities	25	722	722	716	*	*	*	*	*	*	12%
Students without Disabilities	179	752	752	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Cinnaminson Middle School
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	743	743	744	*	19%	38%	*	*	38%	42%
White	134	744	744	751	*	19%	36%	*	*	42%	53%
Hispanic	11	735	735	733	*	*	*	*	*	*	26%
Black or African American	15	727	727	727	*	*	*	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	78	740	740	744	*	22%	47%	*	*	28%	42%
Male	94	745	745	743	*	17%	30%	*	*	47%	42%
Economically Disadvantaged Students	24	743	743	731	*	*	46%	*	*	33%	24%
Non-Economically Disadvantaged Students	148	743	743	751	*	*	36%	*	*	39%	53%
Students with Disabilities	30	715	715	718	*	53%	*	*	*	13%	13%
Students without Disabilities	142	749	749	749	*	12%	*	*	*	44%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Cinnaminson Middle School
(05-0840-053)
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	732	732	728	10%	26%	33%	31%	0%	31%	29%
White	108	735	735	737	*	*	36%	32%	0%	32%	38%
Hispanic	13	719	719	722	*	*	*	*	*	23%	22%
Black or African American	10	717	717	714	*	*	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	67	741	741	731	*	*	30%	42%	0%	42%	31%
Male	76	725	725	726	*	*	36%	21%	0%	21%	27%
Economically Disadvantaged Students	20	721	721	719	*	*	*	*	*	20%	20%
Non-Economically Disadvantaged Students	123	734	734	735	*	*	*	*	*	33%	36%
Students with Disabilities	17	706	706	707	*	*	*	*	*	24%	10%
Students without Disabilities	126	736	736	734	*	*	*	*	*	32%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	143	732	732	730	10%	26%	33%	31%	0%	31%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Cinnaminson Middle School
(05-0840-053)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	50	783	749	744	*	0%	0%	*	*	98%	42%
White	42	781	750	752	*	0%	0%	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	16	785	748	745	*	0%	0%	*	*	100%	44%
Male	34	782	749	743	*	0%	0%	*	*	97%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	716	717	N	N	N	N	N	N	12%
Students without Disabilities	50	783	754	748	*	0%	0%	*	*	98%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	50	783	*	745	*	0%	0%	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	748	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	732	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	719	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Cinnaminson Middle School

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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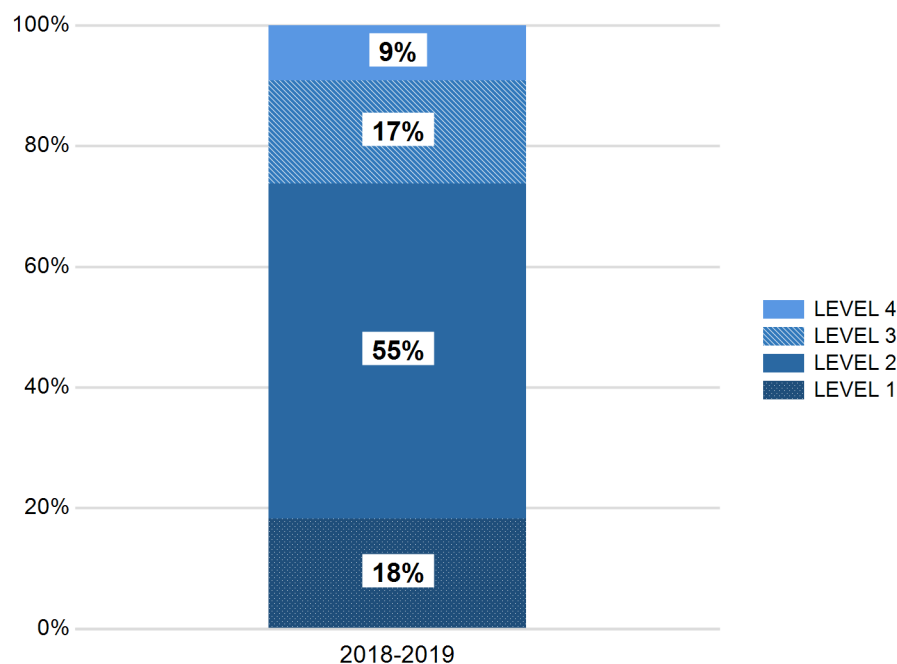
N No Data is available to display

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	55	17	9
White	12	60	17	10
Hispanic	43	50	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	11	60	20	8
Male	24	51	15	10
Economically Disadvantaged Students	42	33	8	17
Non-Economically Disadvantaged Students	14	59	19	8
Students with Disabilities	61	28	11	0
Students without Disabilities	13	58	18	10
English Learners	N	N	N	N
Non-English Learners	18	55	17	9
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	214
7	12	0	185
8	39	4	153
Total	51	4	552

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	213	0	0	0	0	0
7	43	70	0	0	0	0	0
8	116	71	0	0	0	0	0
Total	159	354	0	0	0	0	0



Cinnaminson Middle School
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2018-2019

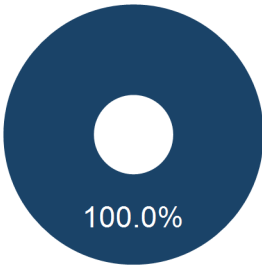
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Visual and Performing Arts – Course Participation

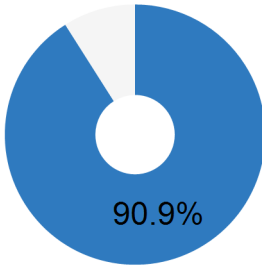
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

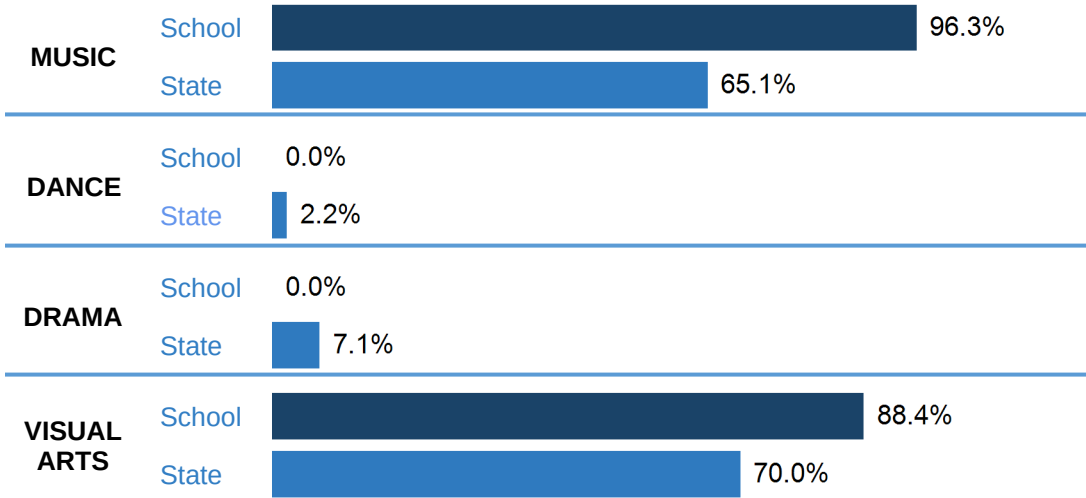


School



State

Students enrolled in one or more classes by discipline:





Cinnaminson Middle School

(05-0840-053)

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

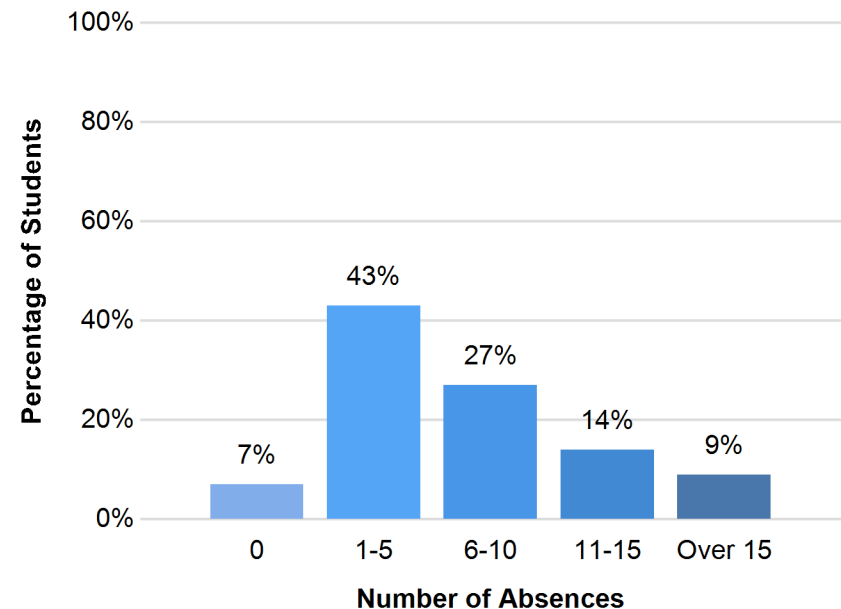
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	6.6	9.1	Met
White	24	5.3	9.1	Met
Hispanic	8	19.5	9.1	Not Met
Black or African American	4	9.1	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	10.3	9.1	Not Met
Female	15	5.7		
Male	24	7.3		
Economically Disadvantaged Students	14	17.9	9.1	Not Met
Students with Disabilities	12	14.1	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





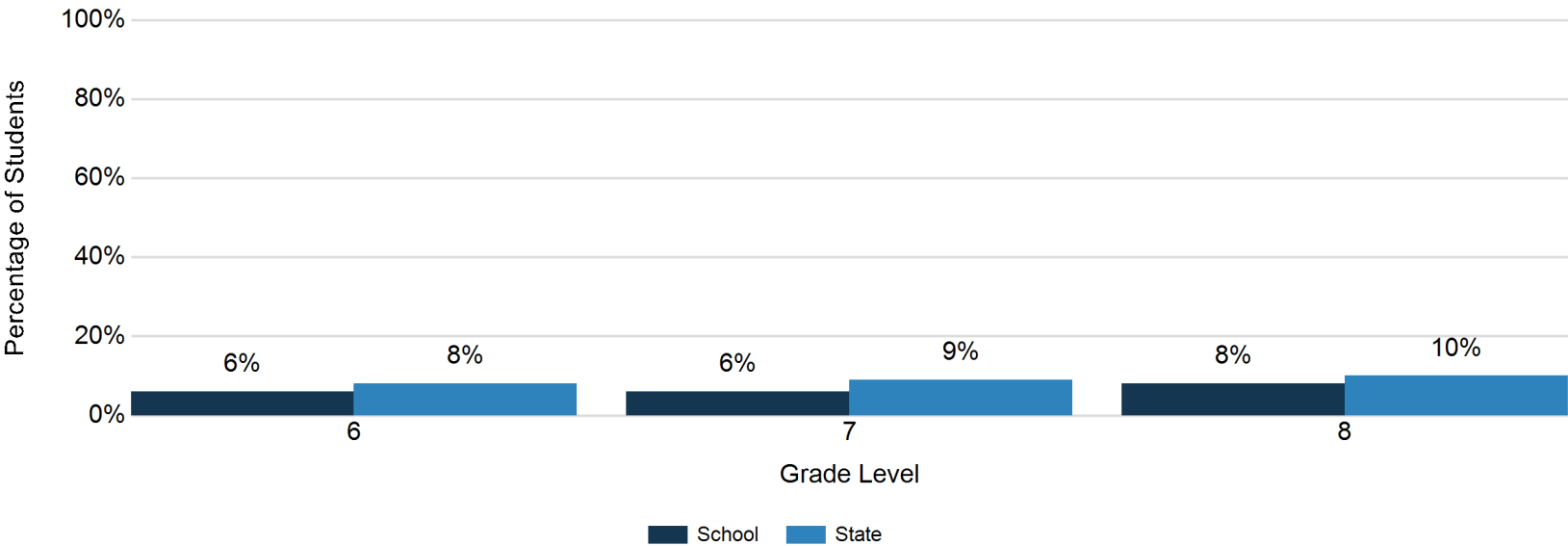
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Cinnaminson Middle School

(05-0840-053)

Grades Offered: 06-08

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	4.05

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	1	5	6
Other	0	5	5
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	28	4.7%
Out-of-School Suspensions	*	*
Any Suspension	29	4.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
21



Cinnaminson Middle School
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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.7:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	71.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	87.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	198:1	107:1
Teachers to Administrators	20:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		641:1
Students to Counselors		427:1
Students to Child Study Team Members		256:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.4%	71.7%	33.3%	48.4%	77.1%	54.9%
Male	55.6%	28.3%	66.7%	51.6%	22.9%	45.1%
White	77.1%	96.7%	66.7%	42.4%	83.6%	77.4%
Hispanic	7.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.6%	1.7%	33.3%	15.0%	6.6%	13.9%
Asian	3.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.9%	1.7%	0.0%	2.1%	0.2%	0.2%



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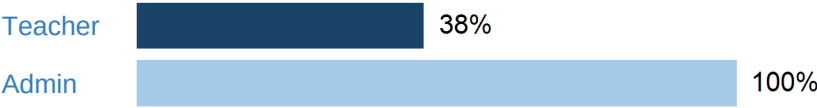
Teachers and Administrators - Level of Education

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

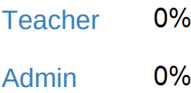
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.8%	71.7%	67.9%
Math Proficiency	47.8%	48.9%	45.5%
ELA Growth	51	66	48
Math Growth	48	51	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.5%	9.2%	6.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- A 2017-2020 National School of Character. - A 2017-2020 State School of Character. - A 2018 and 2019 Promising Practice Award winner.
 Mission, Vision, Theme:	Cinnaminson Middle School, home of the Pirates, has a population of 636 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, an honor that is retained for three years after selection. Character.org also selected CMS for a 2018 "Promising Practice" for our "Take a Veteran to School" activity and a 2019 "Promising Practice" for our annual "Souper Supper" dinner for senior citizens. 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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 Courses, Curriculum, Instruction:	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. Our most recent addition to the realted arts curriculum is our Pirate TV Production course. A full-year course in physical education is taken by all students.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys) 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, wresting, and basketball.
 Clubs and Activities:	A diverse extra-curricular program is available to students. A variety of club activities include Art Club, Battle of the Books, Yearbook, Girls Who Code Club, 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, and Unity Club. The Drama Club, in conjunction with the music department, produces a full-scale musical annually each spring.



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 Before and After School Programs:	Students who receive assistance through the Title I Program may attend the "Academic enrichment" after-school tutoring program and/or the Summer S.M.A.R.T. program. A non-academic Summer Camp program is offered to students who can take classes in drama, tennis, or visual arts. The District provides late buses for the Title I program after school.
 Staff and Professional Learning:	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.



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 Student Supports and Services:	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 mathematics.
 Student Health and Wellness:	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.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Staff, students, and parents are surveyed annually on the climate of the school.
 Facilities:	Summer of 2019 upgrades include the creation of a fully functional television studio with state-of-the-art equipment for producing our daily news broadcast as well as special segments. We have added a special education science laboratory to meet the needs of our growing student population. Finally, our media center was upgraded with high quality audio and visual equipment to facilitate group meetings for up to 80 students.
 School Safety:	CMS employs a full-time Class 3 Resource Officer. Recent upgrades to the Middle School's entry include a secure vestibule and license scanner which visitors are required to use upon entry into the building. In addition, most of the school's common areas are covered by security cameras.



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Other Information	All CMS students take 8 academic classes each day plus a 30-minute lunch. Core academic classes meet everyday; 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 through our many Chromebook carts that are available for student use.
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Eleanor Rush Intermediate School
(05-0840-060)
Grades Offered: 03-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Eleanor Rush Intermediate School**

(05-0840-060)

Grades Offered: 03-05

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Cinnaminson Township School District
Principal Name	Mrs. Kerry Disimone
Address	1200 WYNWOOD DRIVE CINNAMINSON, NJ 08077-2404
Phone Number	856-829-7778
Email Address	disimonek@cinnaminson.com
Website	http://ers.cinnaminson.com
Facebook	https://fb.com/ERSCinnaminson
Twitter	https://twitter.com/ECinnaminson



Eleanor Rush Intermediate School
(05-0840-060)
Grades Offered: 03-05
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	175	187	193
4	189	196	189
5	177	196	212
Total	541	579	594

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	48.9%	49.0%
Male	52.7%	51.1%	51.0%
Economically Disadvantaged Students	14.0%	13.5%	14.1%
Students with Disabilities	20.3%	15.0%	15.7%
English Learners	1.5%	1.0%	3.2%
Homeless Students	1.1%	1.2%	1.3%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	1.3%	0.9%	0.7%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.6%	76.9%	76.6%
Hispanic	8.3%	9.0%	7.7%
Black or African American	7.8%	8.3%	8.1%
Asian	1.3%	1.7%	2.5%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	4.3%	3.8%	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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.7%
Portuguese	3.4%
Turkish	2.4%
Other Languages	3.5%



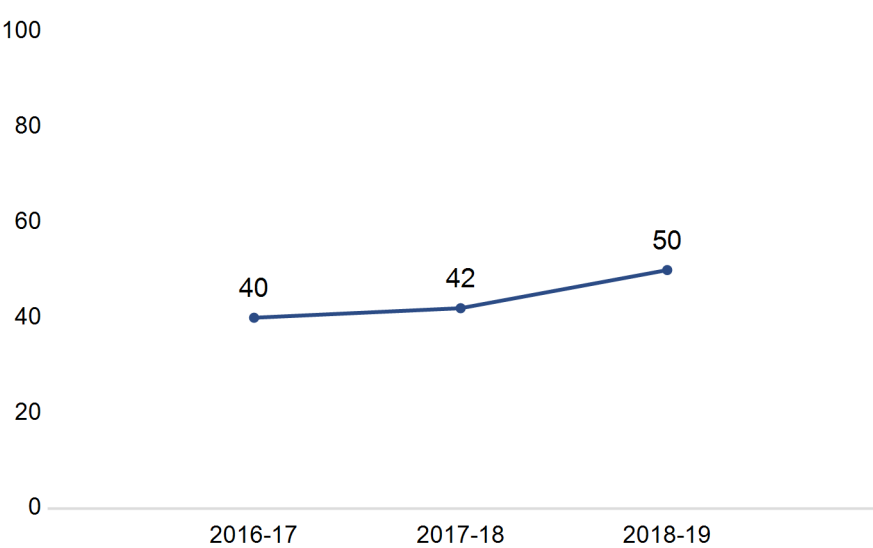
Eleanor Rush Intermediate School
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Grades Offered: 03-05
2018-2019

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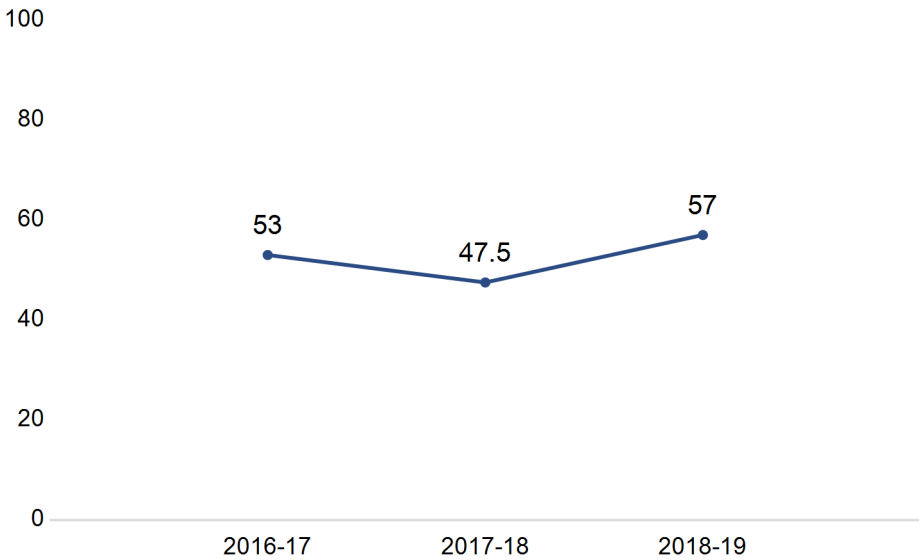
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40	42	50	53	47.5	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	48	50	Met Standard	57	54	50	Met Standard
White	49.5	48	50	Met Standard	58	54	52	Met Standard
Hispanic	44.5	46	49	Met Standard	47.5	46.5	47	Met Standard
Black or African American	54.5	52.5	45	Met Standard	46	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	54.5	59	**	*	73	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	23.5	43	49	**	58	58	52	**
Female	53	52	53	N	56	54	50	N
Male	45	45	47	N	61	54	51	N
Economically Disadvantaged Students	51	54	48	Met Standard	46	49	46	Met Standard
Students with Disabilities	46	36.5	43	Met Standard	45	39	45	Met Standard
English Learners	45	62	52	**	44	53	50	**
Homeless Students	*	53.5	43	N	*	56.5	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	*	62.5	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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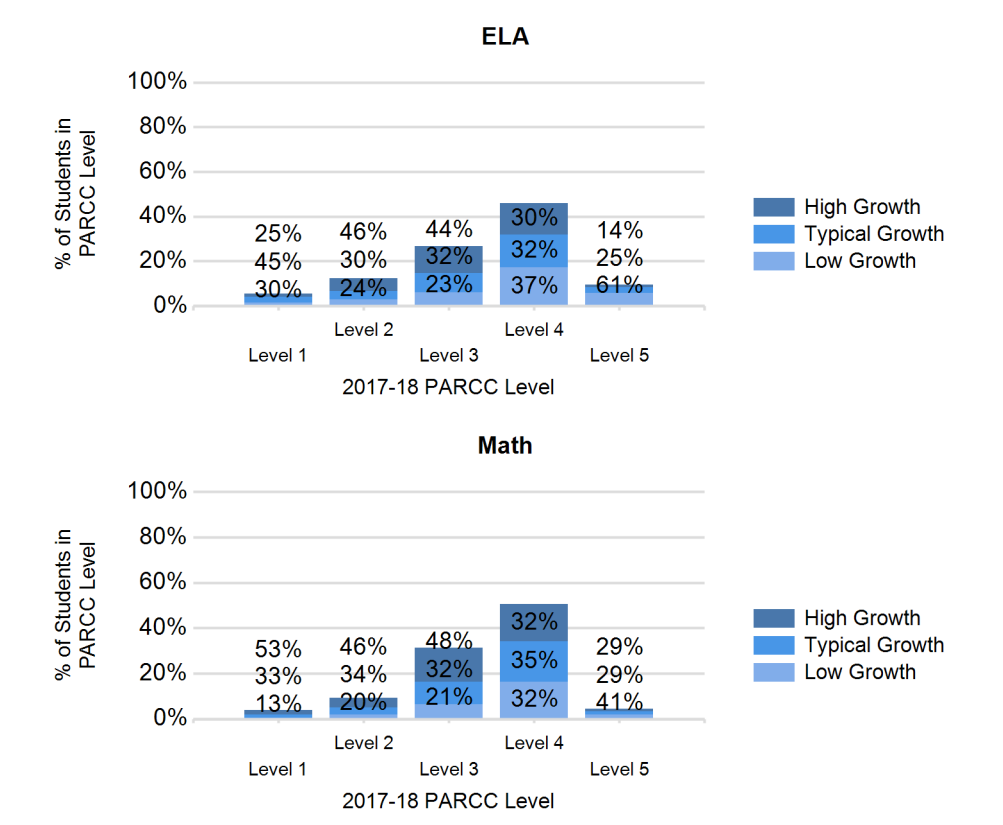
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

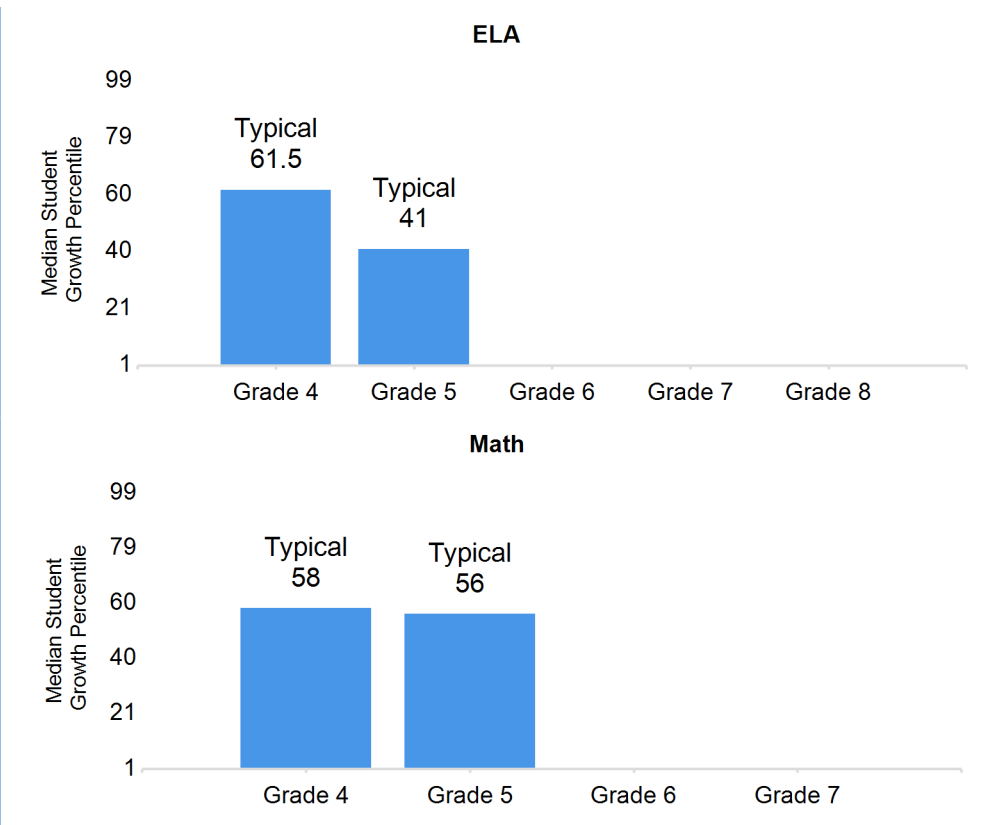
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



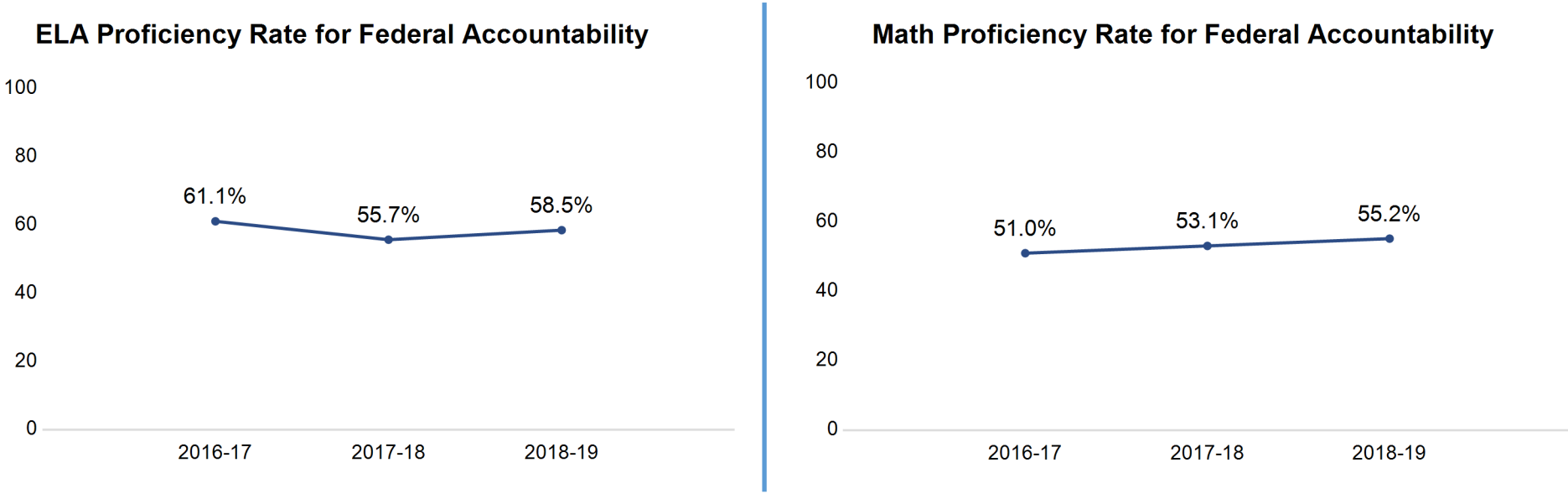


Eleanor Rush Intermediate School
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	98.6%	99.2%	97.2%	98.6%	99.2%
Proficiency Rate for Federal Accountability	61.1%	55.7%	58.5%	51.0%	53.1%	55.2%
Annual Target	56.6%	57.9%	59.1%	54.1%	55.4%	56.8%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	581	99.2	58.5	66.4	57.9	58.5	59.1	Met Target†
White	448	98.9	62.3	69.1	66.9	62.3	61.3	Met Target
Hispanic	46	100.0	43.5	50.5	43.9	43.5	50.3	Met Target†
Black or African American	46	100.0	45.7	51.3	38.5	45.7	42.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	26	100.0	50.0	63.2	64.4	50.0	66.5	Not Met
Female	287	99.3	66.2	73.6	64.8	66.2		
Male	294	99.0	51.0	59.9	51.3	51.0		
Economically Disadvantaged Students	81	100.0	43.2	54.4	40.0	43.2	49.1	Met Target†
Non-Economically Disadvantaged Students	500	99.0	61.0	68.4	67.9	61.0		
Students with Disabilities	90	96.8	35.6	28.2	22.7	35.6	35.6	Met Target
Students without Disabilities	491	99.6	62.7	72.8	65.1	62.7		
English Learners	32	100.0	25.0	*	29.3	25.0	30.6	Met Target†
Non-English Learners	549	99.1	60.5	*	60.6	60.5		
Homeless Students	*	*	*	55.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

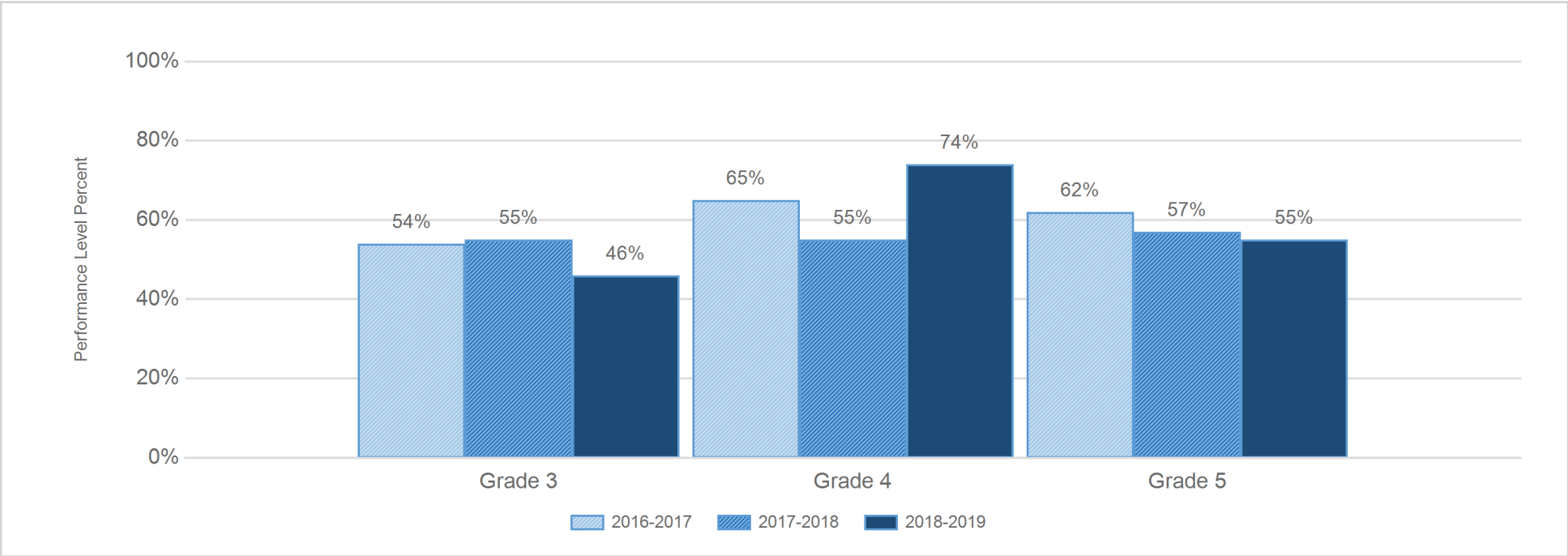


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(05-0840-060)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	194	747	747	748	6%	18%	30%	*	*	46%	50%
White	149	750	750	757	*	15%	32%	*	*	50%	60%
Hispanic	15	735	735	734	*	*	*	*	*	33%	36%
Black or African American	12	727	727	731	*	*	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	10	748	748	756	0%	*	*	*	*	40%	58%
Female	88	752	752	753	*	20%	26%	*	*	51%	55%
Male	106	744	744	743	*	16%	33%	*	*	42%	46%
Economically Disadvantaged Students	23	740	740	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	171	748	748	759	*	*	*	*	*	47%	61%
Students with Disabilities	32	746	746	719	*	*	31%	*	*	44%	24%
Students without Disabilities	162	748	748	754	*	*	30%	*	*	47%	56%
English Learners	11	710	710	713	*	*	*	*	*	*	17%
Non-English Learners	183	750	750	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	186	764	764	755	*	*	17%	56%	18%	74%	57%
White	150	769	769	763	*	*	14%	60%	19%	79%	67%
Hispanic	11	749	749	743	*	*	*	*	*	55%	44%
Black or African American	15	738	738	739	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	97	773	773	760	*	*	13%	*	*	81%	62%
Male	89	755	755	750	*	*	21%	*	*	65%	53%
Economically Disadvantaged Students	22	748	748	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	164	767	767	765	*	*	*	*	*	76%	69%
Students with Disabilities	21	735	735	725	*	*	*	*	*	38%	25%
Students without Disabilities	165	768	768	761	*	*	*	*	*	78%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	205	751	751	756	*	10%	32%	*	*	55%	58%
White	154	752	752	764	*	8%	31%	*	*	57%	68%
Hispanic	19	754	754	743	0%	*	*	*	*	42%	44%
Black or African American	19	748	748	739	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	102	756	756	761	*	*	25%	*	*	63%	64%
Male	103	746	746	750	*	*	39%	*	*	47%	52%
Economically Disadvantaged Students	39	741	741	740	*	*	44%	*	*	36%	39%
Non-Economically Disadvantaged Students	166	754	754	766	*	*	30%	*	*	59%	69%
Students with Disabilities	33	726	726	724	*	*	30%	*	*	24%	23%
Students without Disabilities	172	756	756	762	*	*	33%	*	*	60%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	582	99.2	55.2	49.9	44.5	55.2	56.8	Met Target†
White	449	98.9	58.1	52.8	54.1	58.1	59.3	Met Target†
Hispanic	46	100.0	41.3	31.8	28.8	41.3	40.1	Met Target
Black or African American	46	100.0	32.6	26.1	23.0	32.6	37.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	26	100.0	65.4	54.4	53.3	65.4	57.5	Met Target
Female	288	99.3	53.1	49.0	44.9	53.1		
Male	294	99.0	57.1	50.7	44.2	57.1		
Economically Disadvantaged Students	81	100.0	37.0	34.7	26.3	37.0	40.9	Met Target†
Non-Economically Disadvantaged Students	501	99.0	58.1	52.4	54.9	58.1		
Students with Disabilities	90	96.8	38.9	24.9	17.4	38.9	41.5	Met Target†
Students without Disabilities	492	99.6	58.1	54.1	50.0	58.1		
English Learners	33	100.0	36.4	*	25.0	36.4	30.6	Met Target
Non-English Learners	549	99.1	56.3	*	46.5	56.3		
Homeless Students	*	*	*	22.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	40.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

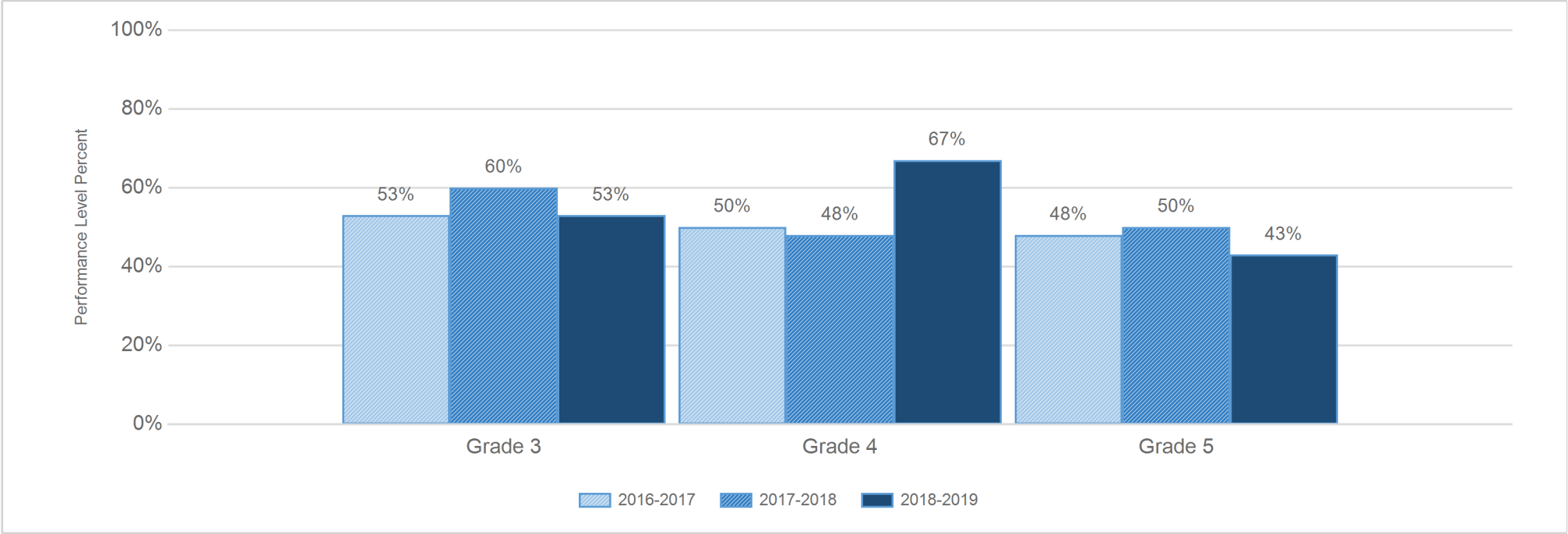


Eleanor Rush Intermediate School
(05-0840-060)
Grades Offered: 03-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	194	750	750	752	*	10%	32%	*	*	53%	55%
White	149	752	752	760	*	10%	32%	*	*	55%	66%
Hispanic	15	746	746	739	0%	*	*	*	*	40%	40%
Black or African American	12	726	726	735	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	10	753	753	758	0%	*	*	*	*	70%	62%
Female	88	748	748	751	*	*	36%	*	*	45%	54%
Male	106	753	753	752	*	*	28%	*	*	59%	56%
Economically Disadvantaged Students	23	744	744	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	171	751	751	761	*	*	*	*	*	54%	67%
Students with Disabilities	32	750	750	731	*	*	44%	*	*	41%	31%
Students without Disabilities	162	750	750	756	*	*	30%	*	*	56%	60%
English Learners	11	724	724	728	*	*	*	*	*	27%	26%
Non-English Learners	183	752	752	754	*	*	*	*	*	55%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	187	756	756	749	*	10%	21%	*	*	67%	51%
White	151	759	759	757	*	9%	19%	*	*	71%	62%
Hispanic	11	742	742	737	0%	*	*	*	*	45%	36%
Black or African American	15	730	730	731	*	*	*	*	*	40%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	98	757	757	749	*	*	22%	*	*	67%	50%
Male	89	755	755	749	*	*	19%	*	*	66%	52%
Economically Disadvantaged Students	22	740	740	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	165	758	758	759	*	*	*	*	*	70%	63%
Students with Disabilities	21	735	735	726	*	*	*	*	*	33%	25%
Students without Disabilities	166	759	759	754	*	*	*	*	*	71%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	747	747	747	*	16%	39%	*	*	43%	47%
White	154	750	750	755	0%	14%	38%	*	*	47%	58%
Hispanic	21	739	739	735	*	*	57%	*	*	29%	30%
Black or African American	19	731	731	729	*	*	*	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	103	746	746	747	*	17%	38%	*	*	43%	47%
Male	104	748	748	747	*	15%	39%	*	*	44%	47%
Economically Disadvantaged Students	40	734	734	732	*	33%	38%	*	*	25%	27%
Non-Economically Disadvantaged Students	167	750	750	757	*	13%	39%	*	*	48%	59%
Students with Disabilities	33	732	732	725	*	45%	*	*	*	33%	19%
Students without Disabilities	174	750	750	752	*	11%	*	*	*	45%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Eleanor Rush Intermediate School

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	8.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	*	*
3-4	*	*	*
5 or more	*	*	*



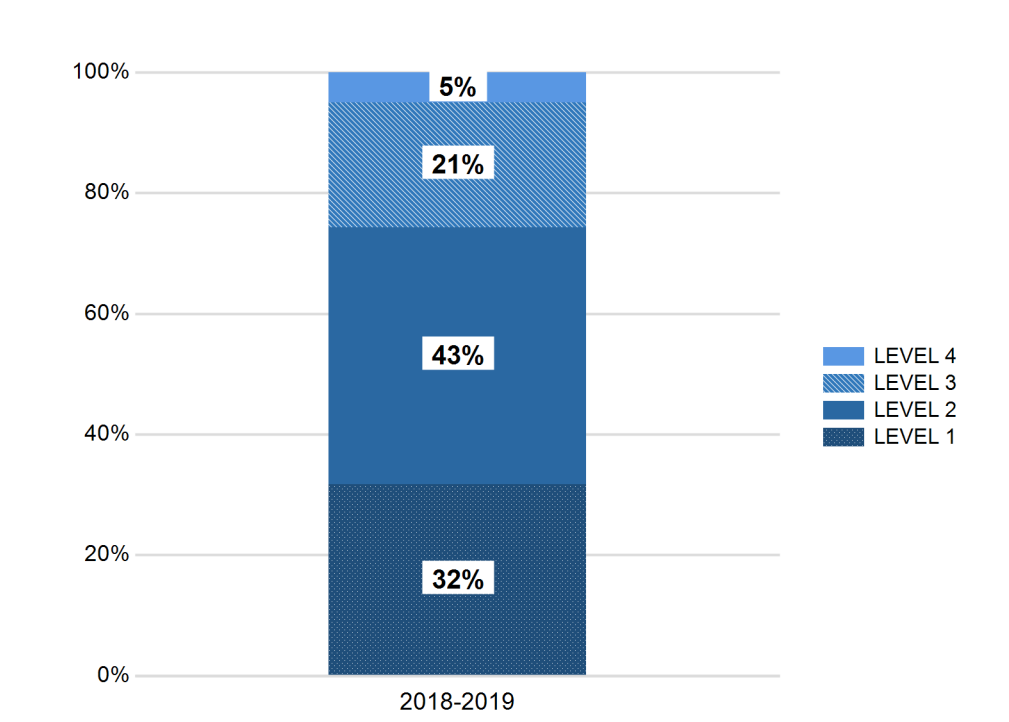
Eleanor Rush Intermediate School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	43	21	5
White	30	43	23	5
Hispanic	30	45	25	0
Black or African American	60	20	15	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	46	18	5
Male	33	39	23	5
Economically Disadvantaged Students	58	30	8	5
Non-Economically Disadvantaged Students	26	46	24	5
Students with Disabilities	67	24	9	0
Students without Disabilities	26	46	23	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

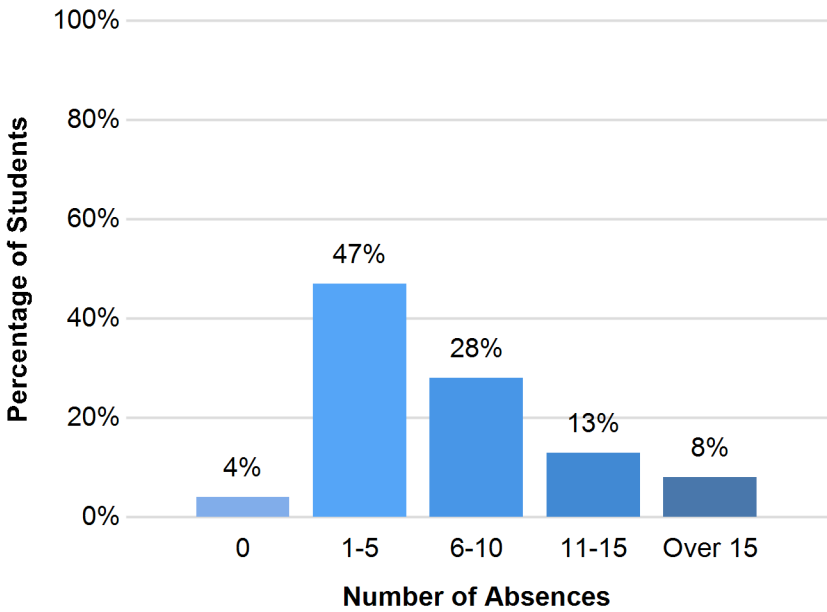
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	5.3	7.5	Met
White	21	4.6	7.5	Met
Hispanic	6	13.0	7.5	Not Met
Black or African American	2	4.3	7.5	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	3.6	7.5	Met
Female	14	4.8		
Male	17	5.6		
Economically Disadvantaged Students	10	12.0	7.5	Not Met
Students with Disabilities	3	3.2	7.5	Met
English Learners	1	5.9	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





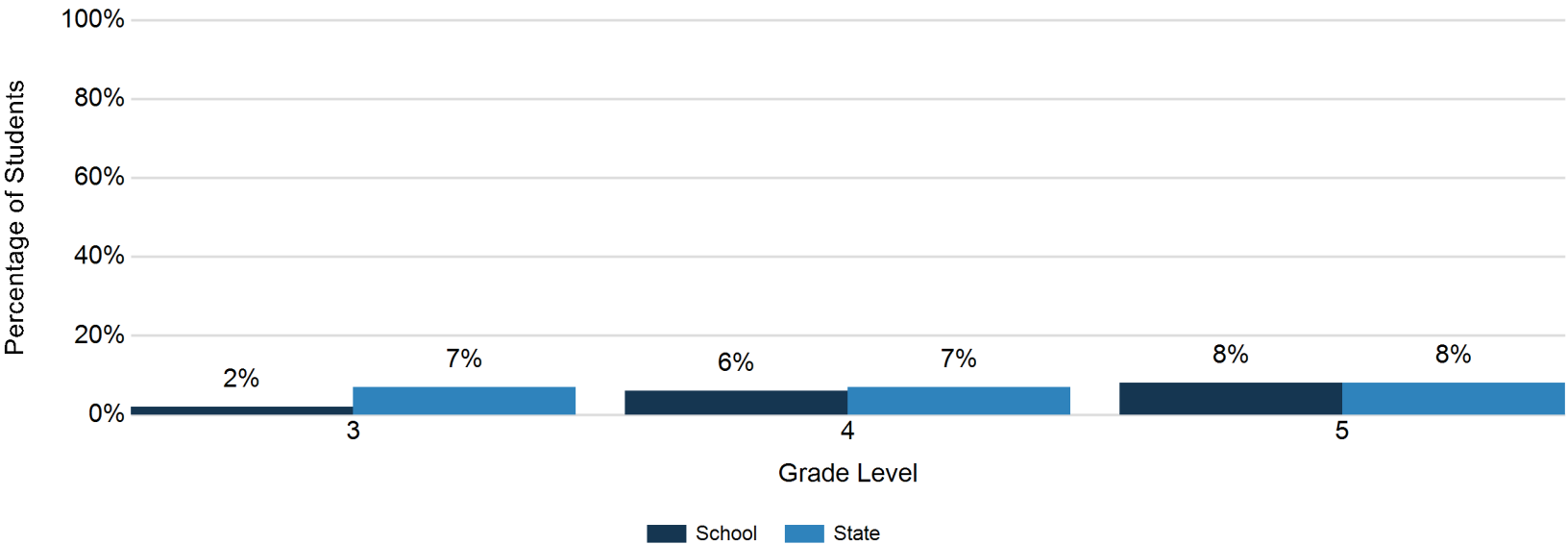
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.68

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
46



Eleanor Rush Intermediate School

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	3.1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	76.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	87.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	297:1	107:1
Teachers to Administrators	25:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		641:1
Students to Counselors		427:1
Students to Child Study Team Members		256:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	81.6%	100.0%	48.4%	77.1%	54.9%
Male	51.0%	18.4%	0.0%	51.6%	22.9%	45.1%
White	76.6%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.1%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

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

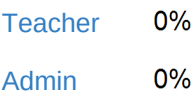
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



Eleanor Rush Intermediate School
(05-0840-060)
Grades Offered: 03-05
2018-2019

Report Key:
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Eleanor Rush Intermediate School
(05-0840-060)
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.1%	55.7%	58.5%
Math Proficiency	51.0%	53.1%	55.2%
ELA Growth	40	42	50
Math Growth	53	48	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	8.3%
Chronic Absenteeism	5.9%	5.7%	5.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Student Council collected over 1,050 food items for a Thanksgiving food drive. - Rush Music Makers were semi-finalists in B-101 Christmas Choir competition - The Choir sung at NJ School Board Convention & sang the National Anthem at the Wells Fargo Center
 Mission, Vision, Theme:	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 600 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 lead by example. Good character is displayed by our thoughts, words, and actions.
 Awards, Recognition, Accomplishments:	All students receive good character tickets for displaying good character and may be randomly selected to have Lunch with the Principal. Students may be nominated for Student of the Month. Students received the following awards: President's Education Award for Academic Excellence, President's Education Award for Academic Achievement, and our Grade 5 Battle of the Books Team came in First Place in Burlington County. A Teacher of the Year designation is awarded along with a BOE Achievement Award for staff members who have gone above and beyond to better our schools.



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 Courses, Curriculum, Instruction:	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 STEM. 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. Small group instruction is provided daily during reading and math instruction to boost fluency, comprehension, and higher order thinking skills. Writing instruction is done through a writers' workshop model. Our new science program incorporates many experiments and STEM activities. Technology is integrated across the curriculum.
 Clubs and Activities:	After school 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.



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 Before and After School Programs:	Students who received assistance through the Title I Program may attend the Strategies for Success after-school tutoring program and/or the Summer S.M.A.R.T. program. A non-academic Summer Camp program is offered to students who can take classes in drama, tennis or visual arts. SAC is an in-district childcare option available before and after school.
 Staff and Professional Learning:	Instructional staff collaborate during common planning times. Each grade produces a concise monthly summary of their activities which is shared with the Principal and the Superintendent. The district provides professional development to staff during Curriculum Days. The district holds an EdCamp-type professional learning day once a year as well as other learning experiences throughout the school year. Examples of professional learning are: dyslexia training, English Language Learner strategies, Google certification, vaping & opioid abuse, yoga & mindfulness, reading across content areas, and trauma-informed classroom, to name a few. Staff may also attend out of district workshops and webinars to improve instruction. A school-wide book club, led by the Principal and Assistant Principal, allowed staff the opportunity to collaborate and share best practices.



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 Student Supports and Services:	For additional support, we provide: basic skills reading and math, special education, behavioral support, gifted and talented, English as a second language, speech therapy, occupational therapy, and physical therapy.
 Student Health and Wellness:	We have a Health teacher who meets with each class once every six days. Before school Yoga is a student club that is offered once/week. 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.
 Parent and Community Involvement:	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. A Monthly Parent Bulletin informs parents/guardians of the special events of each month.



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 Climate Surveys:	Is a Climate Survey Used: No
 Facilities:	Recent renovations include updating our technology lab to create a STEM-friendly learning environment dubbed. New flooring and paint in a classroom and a new door to provide additional space for Special Education Resource Room students as well as students in need of behavioral support.
 School Safety:	Rush School's Student Safety Team meets several times throughout the school year to address safety issues, including HIB incidents, playground safety and promoting good character. This team includes Rush School's anti-bullying specialist, the Principal, several teachers and a parent representative. Fifth Grade Bus Safeties, chosen by their bus drivers, assist the drivers to ensure students correctly wear their seatbelts and report any potential student safety or security issues.



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 Technology and STEM:	Rush School presently has one technology lab, equipped with Chromebooks. In addition, we have seven Chromebook carts for use in the classrooms. The technology teacher has incorporated STEM lessons using Engineering is Elementary. Classroom teachers include STEM lessons across the curriculum.
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 Other Information	People move to Cinnaminson for the outstanding school district, including our staff. Rush School has an excellent rapport with parents and community members. Many of the residents grew up in Cinnaminson, as well as their parents and grandparents. Several residents return to Cinnaminson to provide their own children with an outstanding education. Other new families have brought us increasing cultural diversity and learning as we meet children who speak Portuguese, Spanish, and Turkish.
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Cinnaminson High School
 (05-0840-030)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Cinnaminson High School

(05-0840-030)

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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Cinnaminson Township School District
Principal Name	Mr. Ryan Gorman
Address	1197 RIVERTON ROAD CINNAMINSON, NJ 08077
Phone Number	856-829-7770
Email Address	gormanr@cinnaminson.com
Website	http://chs.cinnaminson.com
Facebook	https://fb.com/cinnaminsonHS
Twitter	https://twitter.com/cinnaminsonHS



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	203	215	186
10	181	205	216
11	208	181	211
12	197	207	186
Total	789	808	799

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	47.8%	47.4%
Male	50.6%	52.2%	52.6%
Economically Disadvantaged Students	12.5%	14.4%	14.9%
Students with Disabilities	15.7%	15.2%	14.4%
English Learners	0.8%	0.7%	1.3%
Homeless Students	1.3%	2.5%	2.5%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.6%	1.0%	0.6%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.8%	79.1%	77.8%
Hispanic	5.6%	6.1%	6.5%
Black or African American	8.1%	7.9%	8.9%
Asian	3.2%	3.0%	3.1%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.4%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	3.0%	3.7%	3.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	789	808	799
Shared Time Students	0	0	0
Full Time Equivalent	789	808	799

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	93.9%
Turkish	1.9%
Spanish	1.4%
Portuguese	1.3%
Other Languages	1.6%

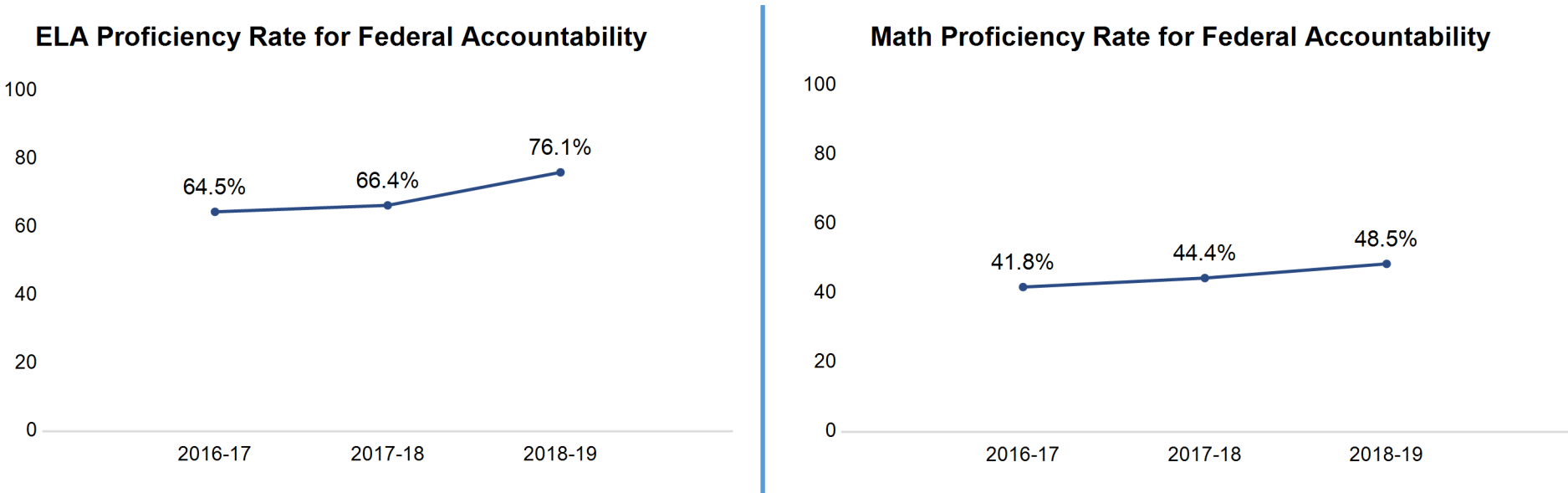


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	100.0%	99.0%	97.1%	99.8%	99.2%
Proficiency Rate for Federal Accountability	64.5%	66.4%	76.1%	41.8%	44.4%	48.5%
Annual Target	52.7%	54.2%	55.6%	37.6%	39.9%	42.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	389	99.0	76.1	66.4	57.9	76.1	55.6	Met Target
White	307	99.0	76.2	69.1	66.9	76.2	59	Met Target
Hispanic	20	100.0	65.0	50.5	43.9	65.0	20.9	Met Target
Black or African American	32	97.1	68.8	51.3	38.5	68.8	42.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	100.0	*	82.9	100.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	15	100.0	80.0	63.2	64.4	80.0	**	**
Female	191	98.5	82.2	73.6	64.8	82.2		
Male	198	99.5	70.2	59.9	51.3	70.2		
Economically Disadvantaged Students	61	98.4	72.1	54.4	40.0	72.1	34.9	Met Target
Non-Economically Disadvantaged Students	328	99.1	76.8	68.4	67.9	76.8		
Students with Disabilities	52	94.5	23.1	28.2	22.7	22.9	25.7	Met Target†
Students without Disabilities	337	99.7	84.3	72.8	65.1	84.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	12	100.0	66.7	55.6	29.1	66.7		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	66.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

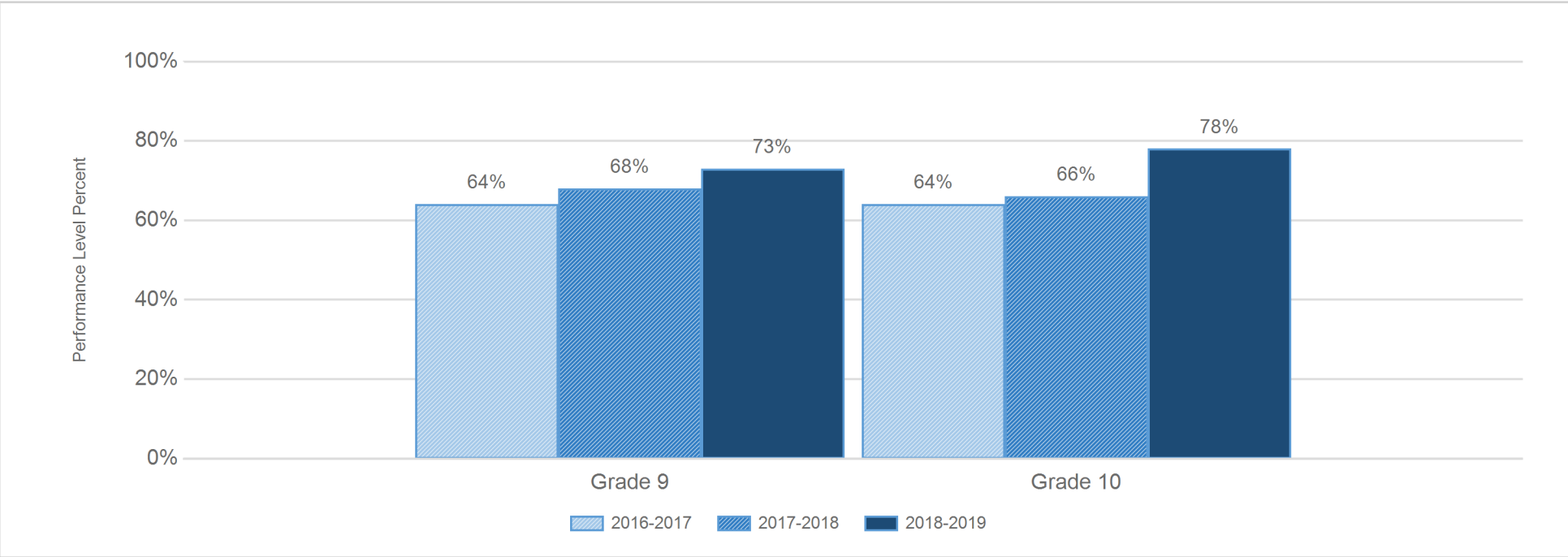


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Cinnaminson High School
(05-0840-030)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	180	767	767	753	*	*	18%	48%	25%	73%	56%
White	142	768	768	762	*	*	18%	51%	24%	75%	65%
Hispanic	14	757	757	737	*	*	*	*	*	64%	40%
Black or African American	14	747	747	732	*	0%	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	90	773	773	760	*	*	18%	52%	27%	79%	63%
Male	90	761	761	746	*	*	18%	43%	23%	67%	49%
Economically Disadvantaged Students	28	755	755	734	*	*	*	*	*	61%	36%
Non-Economically Disadvantaged Students	152	769	769	762	*	*	*	*	*	75%	65%
Students with Disabilities	25	729	729	717	*	*	*	*	*	20%	17%
Students without Disabilities	155	773	773	760	*	*	*	*	*	81%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	211	780	780	757	*	*	14%	38%	40%	78%	58%
White	166	779	779	767	*	*	14%	37%	40%	77%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	19	775	775	733	*	*	*	*	*	79%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	12	791	791	766	0%	0%	*	*	*	83%	65%
Female	101	789	789	766	*	*	*	33%	52%	85%	66%
Male	110	771	771	749	*	*	*	43%	29%	72%	51%
Economically Disadvantaged Students	34	773	773	735	*	*	*	44%	35%	79%	40%
Non-Economically Disadvantaged Students	177	781	781	767	*	*	*	37%	41%	78%	67%
Students with Disabilities	26	725	725	711	*	*	*	*	*	27%	19%
Students without Disabilities	185	788	788	765	*	*	*	*	*	85%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	211	780	780	760	*	*	14%	38%	40%	78%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	392	99.2	48.5	49.9	44.5	48.5	42.1	Met Target
White	309	99.4	50.8	52.8	54.1	50.8	44.3	Met Target
Hispanic	21	100.0	33.3	31.8	28.8	33.3	16.5	Met Target
Black or African American	32	97.1	34.4	26.1	23.0	34.4	39.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	*	76.5	60.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	100.0	40.0	54.4	53.3	40.0	**	**
Female	191	99.0	51.3	49.0	44.9	51.3		
Male	201	99.5	45.8	50.7	44.2	45.8		
Economically Disadvantaged Students	61	100.0	39.3	34.7	26.3	39.3	28.7	Met Target
Non-Economically Disadvantaged Students	331	99.1	50.2	52.4	54.9	50.2		
Students with Disabilities	53	96.4	15.1	24.9	17.4	15.1	20.8	Met Target†
Students without Disabilities	339	99.7	53.7	54.1	50.0	53.7		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	12	100.0	33.3	22.2	17.1	33.3		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	40.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

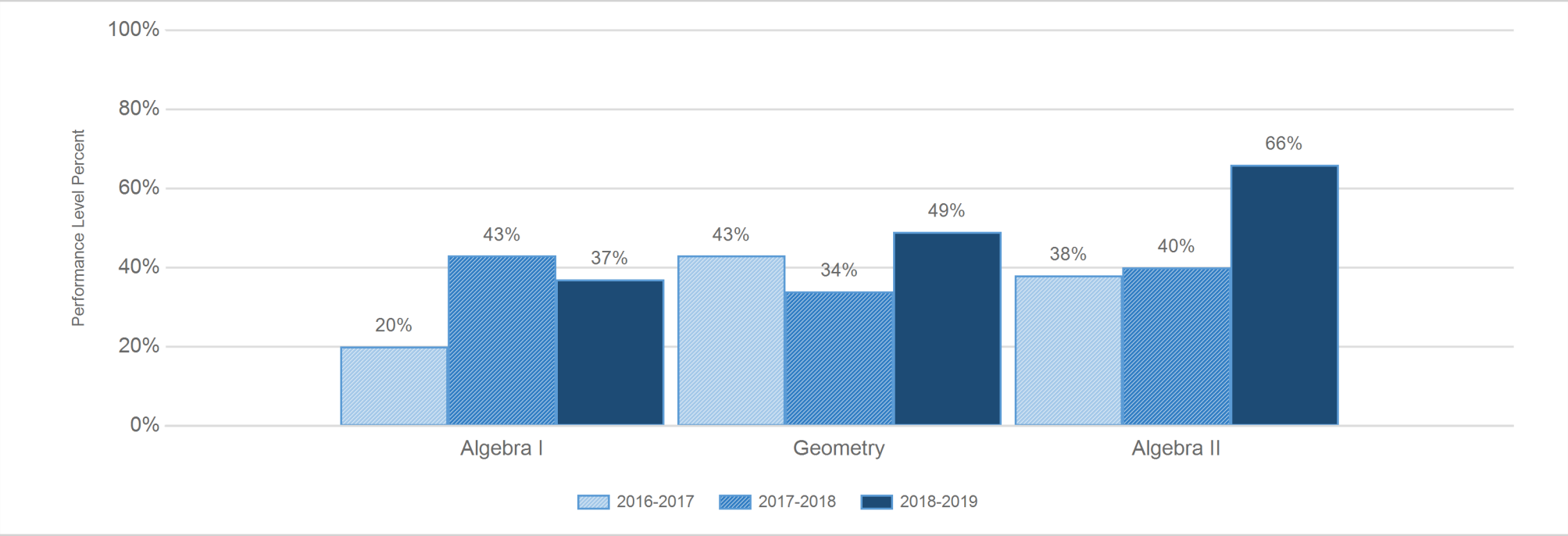


Cinnaminson High School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	139	737	749	744	7%	30%	25%	37%	0%	37%	42%
White	107	738	750	752	*	*	29%	38%	0%	38%	53%
Hispanic	15	727	*	728	*	*	0%	*	*	33%	24%
Black or African American	13	729	*	725	*	*	*	*	*	38%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	71	740	748	745	*	31%	*	39%	0%	39%	44%
Male	68	733	749	743	*	29%	*	35%	0%	35%	41%
Economically Disadvantaged Students	24	725	*	727	*	*	*	*	*	21%	23%
Non-Economically Disadvantaged Students	115	739	*	752	*	*	*	*	*	41%	52%
Students with Disabilities	26	716	716	717	*	42%	*	*	*	15%	12%
Students without Disabilities	113	741	754	748	*	27%	*	*	*	42%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	182	747	748	737	*	16%	31%	*	*	49%	35%
White	141	749	*	743	*	11%	31%	*	*	54%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	16	732	732	720	*	*	*	*	*	19%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	87	749	*	738	*	15%	26%	*	*	55%	36%
Male	95	744	*	736	*	17%	35%	*	*	43%	34%
Economically Disadvantaged Students	31	741	*	722	*	*	*	*	*	45%	16%
Non-Economically Disadvantaged Students	151	748	*	743	*	*	*	*	*	50%	43%
Students with Disabilities	23	719	719	712	*	*	*	*	*	*	*
Students without Disabilities	159	751	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	763	763	755	0%	*	27%	*	*	66%	58%
White	62	763	763	758	0%	*	29%	*	*	65%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	33	761	761	752	0%	*	*	*	*	67%	55%
Male	41	764	764	758	0%	*	*	*	*	66%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	74	763	763	755	0%	*	27%	*	*	66%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



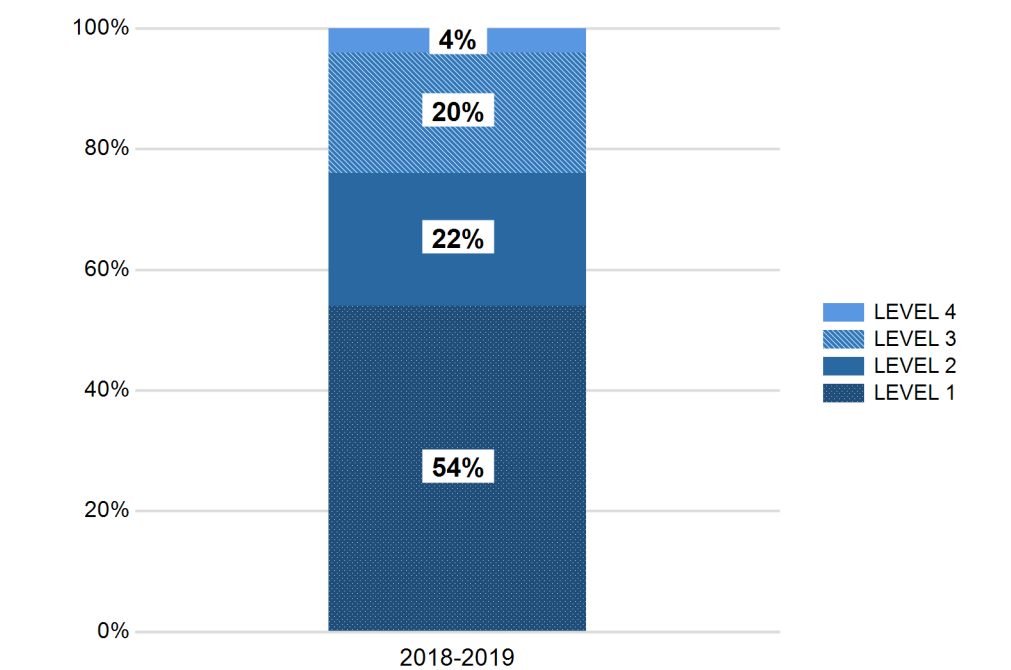
Cinnaminson High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	22	20	4
White	51	21	23	5
Hispanic	68	21	5	5
Black or African American	79	16	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	51	23	22	3
Male	56	20	18	6
Economically Disadvantaged Students	70	11	11	7
Non-Economically Disadvantaged Students	51	23	22	4
Students with Disabilities	86	7	7	0
Students without Disabilities	48	24	22	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	74.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	25.3%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	496	476	Grade 10: 430 Grade 11: 460	73%	61%
PSAT 10/NMSQT - Math	487	477	Grade 10: 480 Grade 11: 510	48%	43%
SAT - Reading and Writing	570	539	480	84%	70%
SAT - Math	565	541	530	64%	53%
ACT - Reading	23	25	22	55%	66%
ACT - English	23	24	18	87%	81%
ACT - Math	24	24	22	70%	65%
ACT - Science	23	24	23	49%	57%



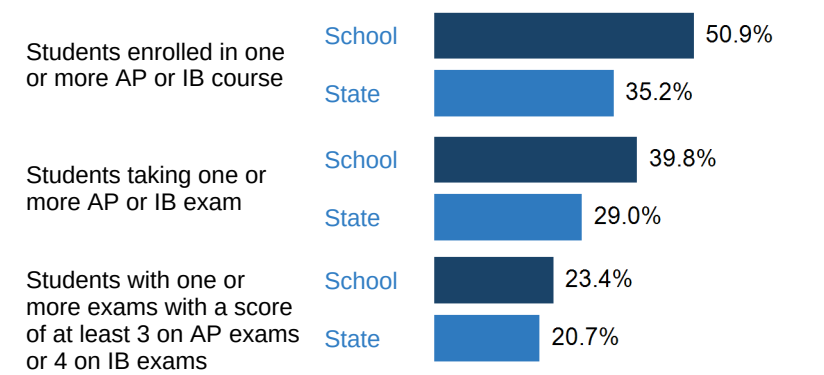
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

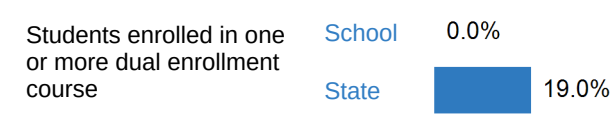
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	19
AP Calculus AB	34	30
AP Calculus BC	1	1
AP Chemistry	19	18
AP English Language and Composition	52	49
AP English Literature and Composition	49	33
AP Environmental Science	56	38
AP European History	8	7
AP French Language and Culture	20	9
AP Music Theory	5	0
AP Physics 1	36	29
AP Physics C: Mechanics	9	7
AP Psychology	26	18
AP Spanish Language	12	8
AP Statistics	29	23
AP U.S. History	89	73



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		362
Exams with scores of at least 3 on AP exams or 4 on IB exams		181



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(05-0840-030)
Grades Offered: 09-12
2018-2019

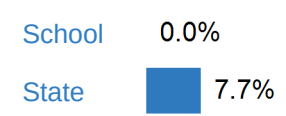
Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

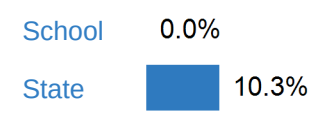
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



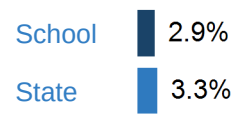
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Cinnaminson High School
(05-0840-030)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Cinnaminson High School
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Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



Cinnaminson High School
 (05-0840-030)
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 2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	136	47	2	0	0	0	6
10	6	153	72	0	0	0	7
11	0	7	96	69	0	13	37
12	1	2	8	28	48	71	39
Total	143	209	178	97	48	84	89
Enrolled in AP/IB Course					35	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	82	0	0	105	0	2
10	125	84	0	2	0	4
11	5	146	0	40	22	14
12	24	7	0	20	31	67
Total	236	237	0	167	53	87
Enrolled in AP/IB Course	26	19		56	44	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	187	1	0	0	1	2
10	4	209	12	10	12	10
11	4	201	8	30	17	11
12	1	11	9	74	47	31
Total	196	422	29	114	77	54
Enrolled in AP/IB Course	0	89	0	26		8
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	113	59	0	0	0	0	0
10	117	81	0	0	0	0	0
11	58	48	0	0	0	0	0
12	18	21	0	0	0	0	0
Total	306	209	0	0	0	0	0
Enrolled in AP/IB Course	12	20	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	114	118	0	0	0	0	0



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 (05-0840-030)
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 2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	5	0	0	0	0	0
11	9	0	0	0	0	0
12	3	0	0	0	0	0
Total	17	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Cinnaminson High School
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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	*
Total	14



Cinnaminson High School
(05-0840-030)
Grades Offered: 09-12
2018-2019

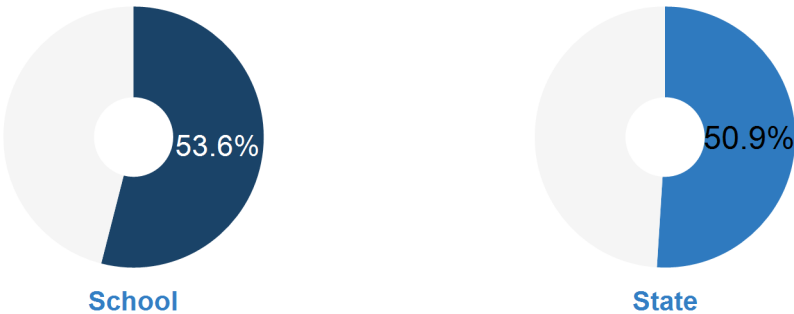
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Visual and Performing Arts – Course Participation

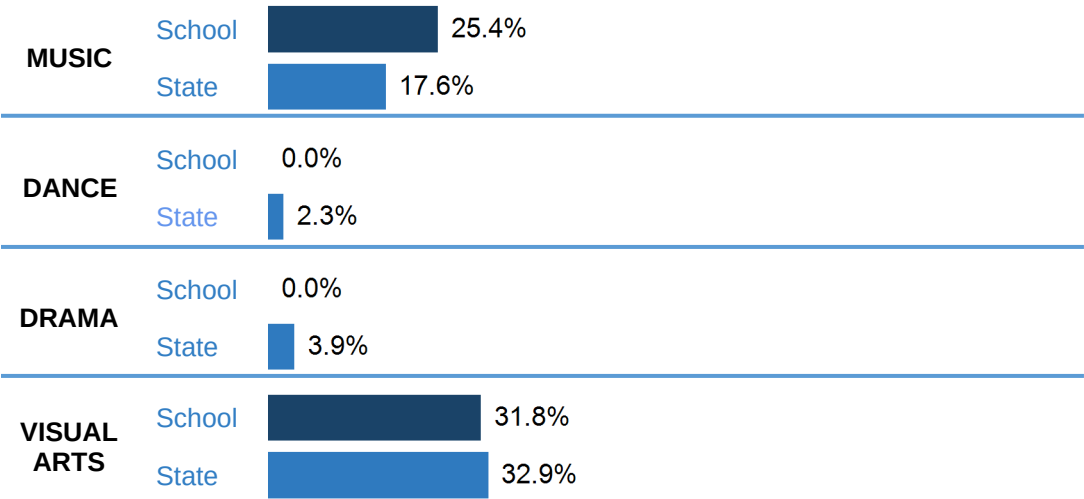
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Cinnaminson High School

(05-0840-030)

Grades Offered: 09-12

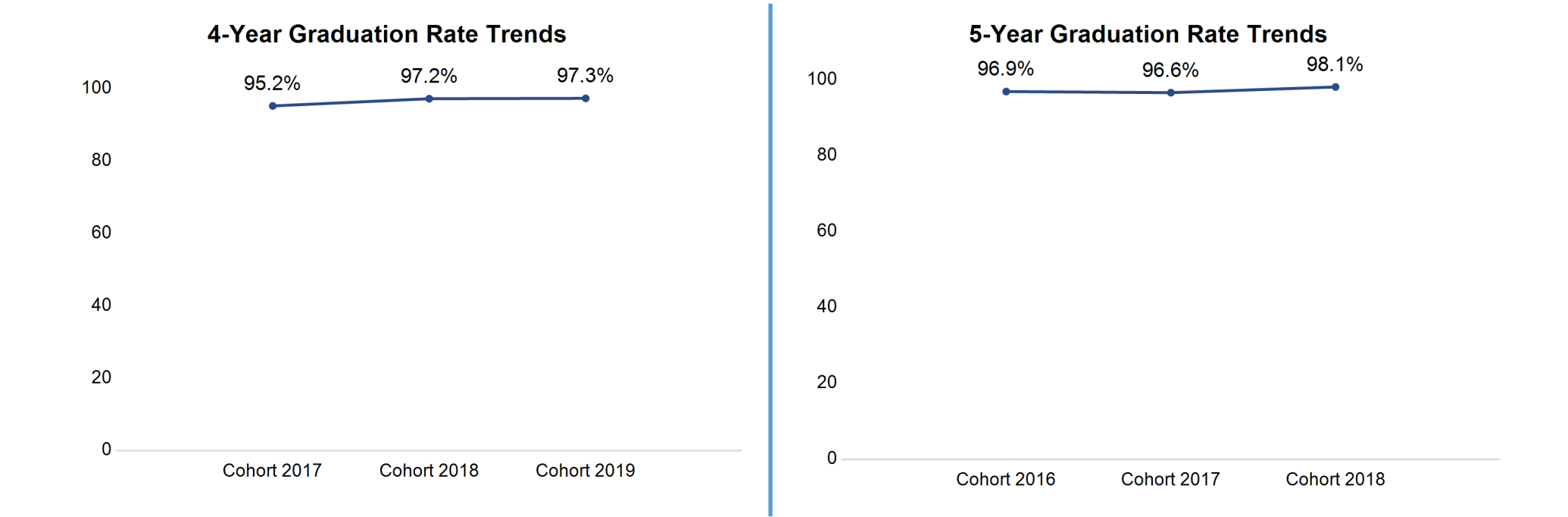
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.2%	97.2%	97.3%	96.9%	96.6%	98.1%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.3%	90.6%	98.1%	92.5%	97.2%	N	Met Goal	96.6%	N	Met Goal
White	96.6%	94.9%	97.8%	95.9%	97.2%	N	Met Goal	97.5%	N	Met Goal
Hispanic	*	84.5%	100.0%	87.3%	100.0%	**	**	*	**	**
Black or African American	100.0%	83.3%	100.0%	87.1%	100.0%	**	**	91.7%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.8%	92.8%	99.0%	94.4%	99.0%			93.6%		
Male	96.0%	88.5%	97.3%	90.8%	95.5%			100.0%		
Economically Disadvantaged Students	96.0%	84.0%	100.0%	87.3%	100.0%	N	Met Goal	91.2%	86.1%	Met Target
Students with Disabilities	93.5%	79.2%	92.9%	83.8%	88.4%	89.1%	Not Met	100.0%	N	Met Goal
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	73.7%	78.2%
Substitute Competency Test	22.9%	17.3%
Portfolio Appeals Process	0.6%	1.7%
Alternate Requirements specified in IEP	2.8%	2.8%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%



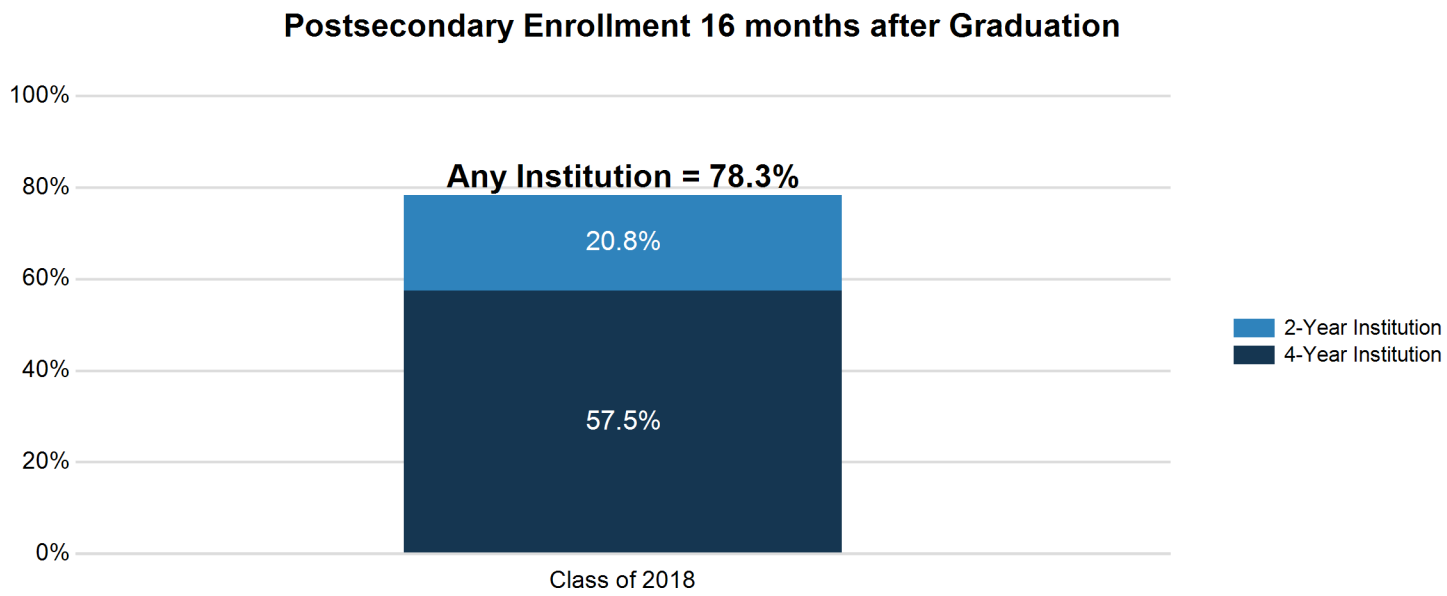
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	20.8%
% Enrolled in 4-Year Institution	57.5%
% Enrolled in Any Postsecondary Institution	78.3%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	75.7%	29.9%	70.1%
White	76.4%	28.2%	71.8%
Hispanic	*	*	*
Black or African American	82.4%	35.7%	64.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	70.4%	47.4%	52.6%
Students with Disabilities	53.6%	53.3%	46.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	78.3%	26.5%	73.5%	68.7%	31.3%	54.8%	45.2%
White	81%	24.8%	75.2%	67.4%	32.6%	53.9%	46.1%
Hispanic	46.2%	66.7%	33.3%	100%	0%	100%	0%
Black or African American	63.6%	28.6%	71.4%	42.9%	57.1%	28.6%	71.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	51.9%	50%	50%	78.6%	21.4%	71.4%	28.6%
Students with Disabilities	47.2%	58.8%	41.2%	76.5%	23.5%	70.6%	29.4%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

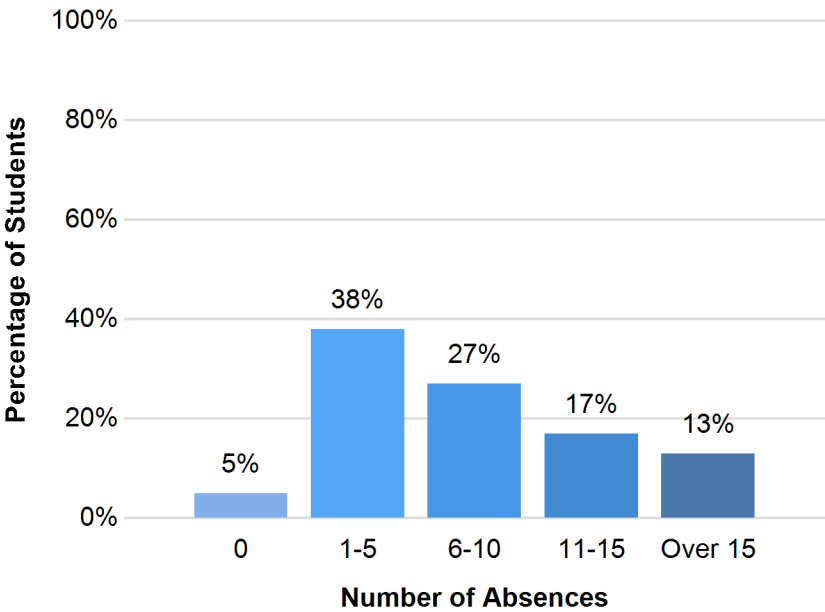
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	83	10.5	14.2	Met
White	65	10.6	14.2	Met
Hispanic	8	15.7	14.2	Not Met
Black or African American	6	8.8	14.2	Met
Asian, Native Hawaiian, or Pacific	1	3.6	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	12.0	14.2	Met
Female	42	11.3		
Male	41	9.8		
Economically Disadvantaged Students	22	18.8	14.2	Not Met
Students with Disabilities	18	15.3	14.2	Not Met
English Learners	0	0	**	**
Homeless Students	7	36.8		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





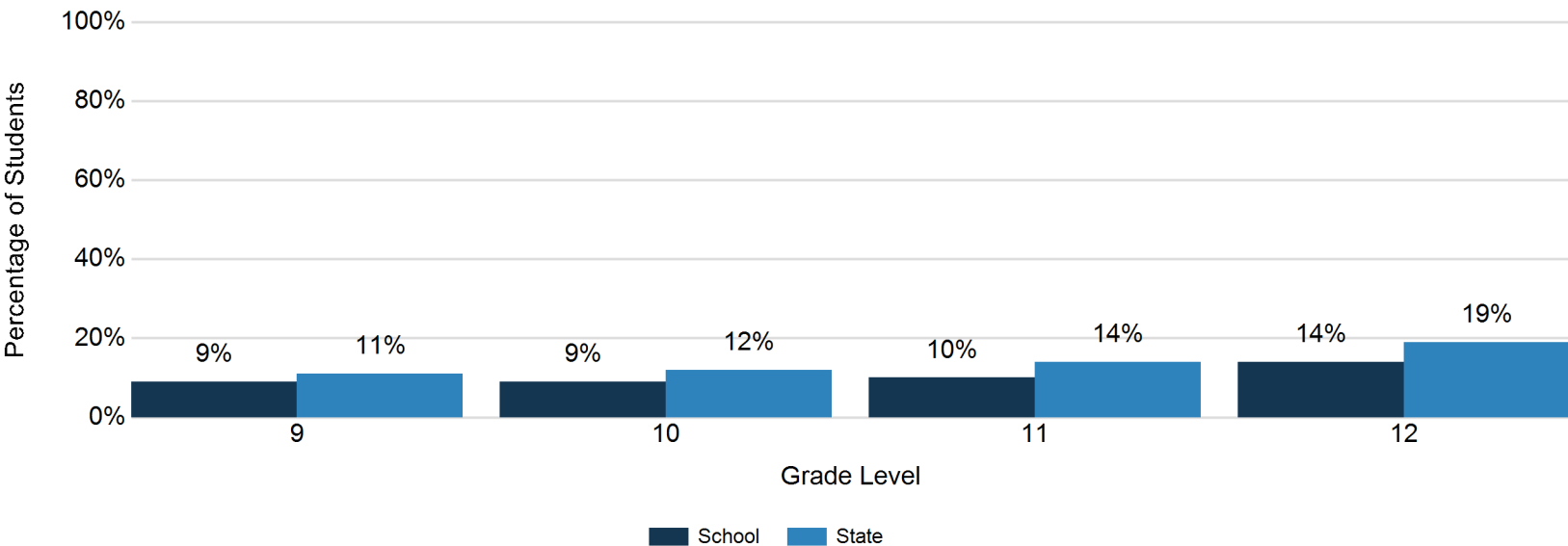
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Chronic Absenteeism by Grade

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





Cinnaminson High School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	3
Substances	12
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.13

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	2
Substances	12
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	5



Cinnaminson High School
(05-0840-030)
Grades Offered: 09-12
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	59	7.4%
Out-of-School Suspensions	27	3.4%
Any Suspension	60	7.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
158



Cinnaminson High School
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 2018-2019

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	69.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.3	12.0
Percentage of Administrators with 4 or more years experience in the district	87.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	73:1	107:1
Teachers to Administrators	7:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		641:1
Students to Counselors		427:1
Students to Child Study Team Members		256:1



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Teachers: All classroom teachers

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	56.2%	45.5%	48.4%	77.1%	54.9%
Male	52.6%	43.8%	54.5%	51.6%	22.9%	45.1%
White	77.8%	95.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.9%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	3.1%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

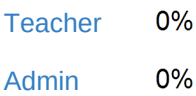
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	87.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Cinnaminson High School

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.5%	66.4%	76.1%
Math Proficiency	41.8%	44.4%	48.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.2%	97.2%	97.3%
5-Year Graduation Rate†	96.9%	96.6%	98.1%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.6%	9.7%	10.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	Met Target	Met Target†	**	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Met Goal	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- In May of 2019, with an enrollment of just over 800 students, 362 Advanced Placement exams were administered. - CHS completely renovated and modernized television studio during the 18-19 school year. This renovation was done to facilitate the creation of a student-run CHS television station. - During the 18-19 school year, CHS founded a food pantry. The operation of the pantry is a collaboration of the curriculum in our MD program and the Food Pantry club.
 Mission, Vision, Theme:	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. 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.
 Awards, Recognition, Accomplishments:	CHS excels academically on various assessments. Last year, our tenth grade students had the highest passing rate in the county on the ELA PARCC. We have a long history of success on standardized tests including several perfect scores on SAT, subject tests and the ACT. We frequently have commended scholars in the National Merit Scholarship Program. We administered 362 AP exams last year and were recognized for distinction six years in a row. We are one of very few schools in the county who offered the State Seal of Biliteracy exam. Our graduation rate at 97.3% is one of the highest in the state.



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 Courses, Curriculum, Instruction:	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 16 Advanced Placement courses, 18 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.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Coed), Volleyball (Boys & Girls), Wrestling (Boys) In 2018-19 CHS won a total of 8 divisional championships. Six Fall sports won division championships; field hockey, boys and girls cross country, girls volleyball, girls tennis and football and two Spring sports; both Boys and Girls Track and Field. In addition, three individual students won NJSIAA Group II State Championships and the marching band earned a state title.
 Clubs and Activities:	CHS has a comprehensive set of activities available to students to compliment our academic and athletic options. They include: Student Government and Student Council, Adventure Fitness Club, Amaranth, Battle of the Books, Buccaneer (Yearbook), Chamber Choir, Chamber Ensemble, Color Guard, Concert Band, Concert Choir, Community Arts, Dance Club, Debate Club, Distributive Education Clubs of Am. (DECA), Drama Club, E-Sports, Future Educators of America, French Club, Gay and Straight Alliance, Girls Who Code, Global Economic Forum, Homecoming Committee, International Student Summit, Interact Club, Jazz Band, Marching Band, Math League, Mock Trial, Multicultural Club, National Honor Society, Percussion Ensemble, Physics Olympics, Pit Orchestra, Play Unified, Prom Committee, Robotics, Science League, S.A.D.D., The Ship's Log (school newspaper), Stage Crew, S.T.O.P., String Ensemble/Orchestra.



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 Before and After School Programs:	The National Honor Society provides after-school tutoring for CHS students.
 Staff and Professional Learning:	CHS offers in-district professional development (PD) opportunities during numerous inservice days. Staff are always encouraged to pursue outside PD from private providers and various county/state consortiums. Many departments have established PLC clusters of teachers who work in common areas of the curriculum.
 Postsecondary Information:	Postsecondary From the graduating class of 2019: 82.4% went to a four/two year schools. Naviance, Financial Aid Night, College Application Night and Assembly, College Rep visits and info sessions for local colleges all support students in applying for college or financial aid. CHS supports students taking college entrance exams by providing the PSAT to all 10th and 11th grade students during school and at no cost to the student, fee waivers and free practice sessions through various testing programs.



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 Student Supports and Services:	NHS hosts a tutoring program for groups and private tutoring. Students who are experiencing difficulties can be referred to the I&RS team who meet regularly to assist students. Students are then assigned a mentor teacher to help guide them.
 Student Health and Wellness:	Our CHS Red & Black games encourage our students to bond together in celebration of the complete CHS student experience. We highlight athletics, academics, visual and performing arts through our two-day event. 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 have a weight-room available to students during and after the school day.
 Parent and Community Involvement:	The CHS parent group is represented by the CHS Home and School Association. The CHS HSA meets once/month and all parents are invited. The principal also attends the meetings. There are subgroups within the organization that meet additional times as needed. One of the primary functions of the HSA is to fundraise for various student events. One of the largest of those events is Project Graduation. It provides a safe, drug and alcohol free event for the graduates.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students There are two climate school climate surveys administered at Cinnaminson High School. The first is administered in September. The School Safety & Climate 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 in to the planning for the Week of Respect and School Violence Awareness week.
 Facilities:	Originally built in 1964, CHS is over 50 years old. The high school recently completed a 40 million dollar construction project renovating the entire building and adding a second floor, air conditioning, science labs and a new gym. Since then we have remodeled the culinary arts room, the engineering room, the TV studio, the digital arts lab, the lockers and exterior finishes on the building.
 School Safety:	CHS employs a full-time Class 3 Resource Officer. We recently added several security features, including a secure vestibule, Lobby Guard system, which visitors are required to use upon entry into the building. All classroom doors are protected by a Columbine lock. In addition, most of the school's common areas are covered by security cameras.



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 Technology and STEM:	CHS has a full complement of technology courses starting with an introductory computer usage course and culminating in AP Programming. Students can participate in a Television production course, that include student created broadcasts. We have a dedicated STEM lab to house our newly created Intro to Engineering course. We have a second Engineering course and a robotics course offered through our science curriculum. We have several extra-curricular STEM and technology activities available through the Robotics Club, Girls Who Code Club, Physics Olympics, and Advanced TV.
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 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Other Information	Whether college or career-bound, students are encouraged to schedule electives in Art, Music, Business and Technology, and Social Science. We offer co-operative 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 and 11 Chromebook carts available for students' 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 programs. CHS facilitates several programs throughout the year to promote student and staff morale and good character. These include the Pirate Pride program, Winner's Circle, Student of the Month, Athlete of the Month, Golden Apple, Teacher of the Year, and the Achievement Award. Through our counselors and guidance department, CHS conducts several programs throughout the year to promote good decision making and address at-risk behaviors. Cinnaminson School District and CHS enjoy an outstanding reputation in the educational community. Our district continues to experience steady growth from families who relocate to Cinnaminson for the educational opportunities our schools provide.
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