



State of New Jersey  
2015-2016

Grade Span 09-12

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

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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2015-2016

Grade Span 09-12

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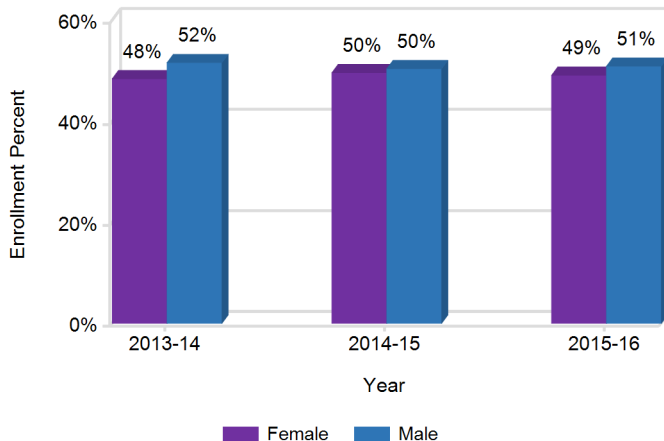
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	193	199	173
Grade 10	179	204	204
Grade 11	174	178	200
Grade 12	167	174	185
UG	6	8	12
<b>Total</b>	<b>719</b>	<b>763</b>	<b>774</b>

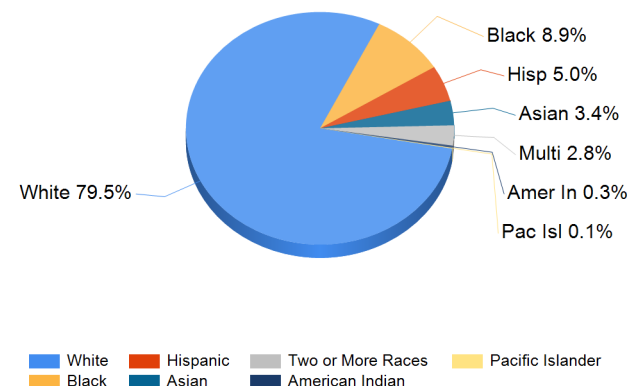
### Enrollment by Gender

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



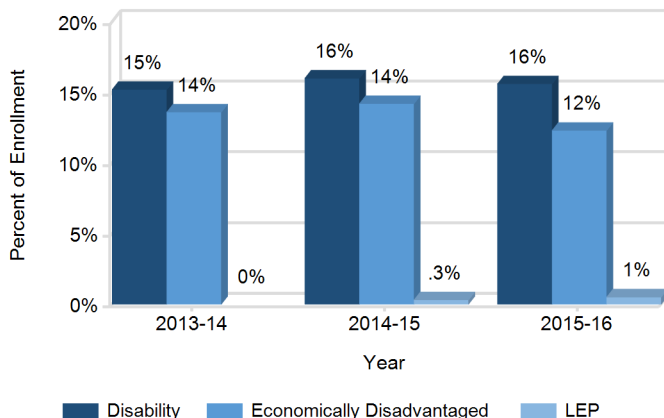
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.9%
Spanish	0.9%
Arabic	0.4%
Portuguese	0.4%
Turkish	0.4%
Other	1.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 09-12

05-0840-030

BURLINGTON

CINNAMINSON TWP

CINNAMINSON HIGH SCHOOL

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CINNAMINSON, NJ 08077

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	S	58
Mathematics Met or Exceeded Expectations	38%	S	66

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	339	55%	58	89%	X	338	38%	66	89%	X
White	281	59%	52	89%	X	279	41%	60	89%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	18%	57	84%	X	58	12%	76	82%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	36	31%	47	85%	X	36	22%	67	85%	X



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2015-2016

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CINNAMINSON TWP  
CINNAMINSON HIGH SCHOOL  
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CINNAMINSON, NJ 08077

## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>174</b>	<b>756</b>	<b>756</b>	<b>746</b>	<b>10%</b>	<b>10%</b>	<b>21%</b>	<b>38%</b>	<b>21%</b>	<b>59%</b>	<b>49%</b>
White	138	760	760	754	7%	9%	22%	40%	23%	62%	58%
African American	16	738	738	729	19%	19%	25%	25%	13%	38%	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	22	729	729	729	27%	23%	23%	14%	14%	27%	31%

■ Did Not Yet Meet Expectations  
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State of New Jersey  
2015-2016

Grade Span 09-12

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

### PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	176	749	749	740	17%	10%	23%	34%	17%	51%	44%
White	149	753	753	747	14%	8%	22%	38%	19%	56%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	33	720	720	702	30%	15%	27%	24%	3%	27%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	19	734	734	723	26%	11%	26%	37%	N	37%	30%

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State of New Jersey  
2015-2016

Grade Span 09-12

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

### \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	730	730	736	23%	20%	26%	26%	6%	32%	40%
White	122	732	732	739	20%	21%	27%	25%	7%	32%	42%
African American	21	725	725	728	33%	14%	19%	33%	N	33%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	23	719	719	730	39%	13%	26%	22%	N	22%	33%

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



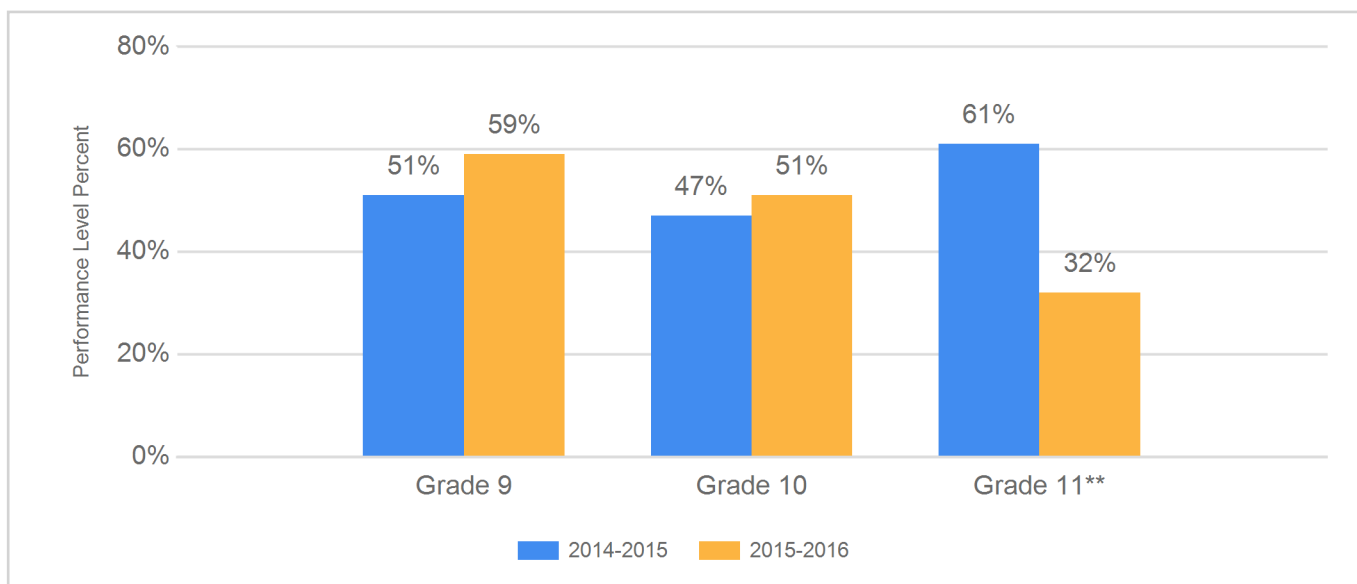
State of New Jersey  
2015-2016

Grade Span 09-12

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

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>184</b>	<b>726</b>	<b>726</b>	<b>727</b>	<b>17%</b>	<b>29%</b>	<b>28%</b>	<b>26%</b>	<b>N</b>	<b>26%</b>	<b>41%</b>
White	137	730	730	734	14%	28%	29%	29%	N	29%	51%
African American	20	715	715	717	30%	30%	25%	15%	N	15%	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	32	712	712	719	28%	34%	22%	16%	N	16%	23%

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State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>154</b>	<b>736</b>	<b>736</b>	<b>730</b>	<b>5%</b>	<b>30%</b>	<b>33%</b>	<b>26%</b>	<b>6%</b>	<b>32%</b>	<b>27%</b>
White	127	740	740	736	2%	25%	36%	30%	6%	36%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	16	725	725	719	6%	38%	38%	19%	N	19%	12%

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State of New Jersey  
2015-2016

Grade Span 09-12

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

## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>124</b>	<b>731</b>	<b>731</b>	<b>722</b>	<b>23%</b>	<b>21%</b>	<b>24%</b>	<b>31%</b>	<b>1%</b>	<b>32%</b>	<b>27%</b>
White	104	731	731	728	24%	21%	23%	31%	1%	32%	31%
African American	14	720	720	700	29%	21%	21%	29%	N	29%	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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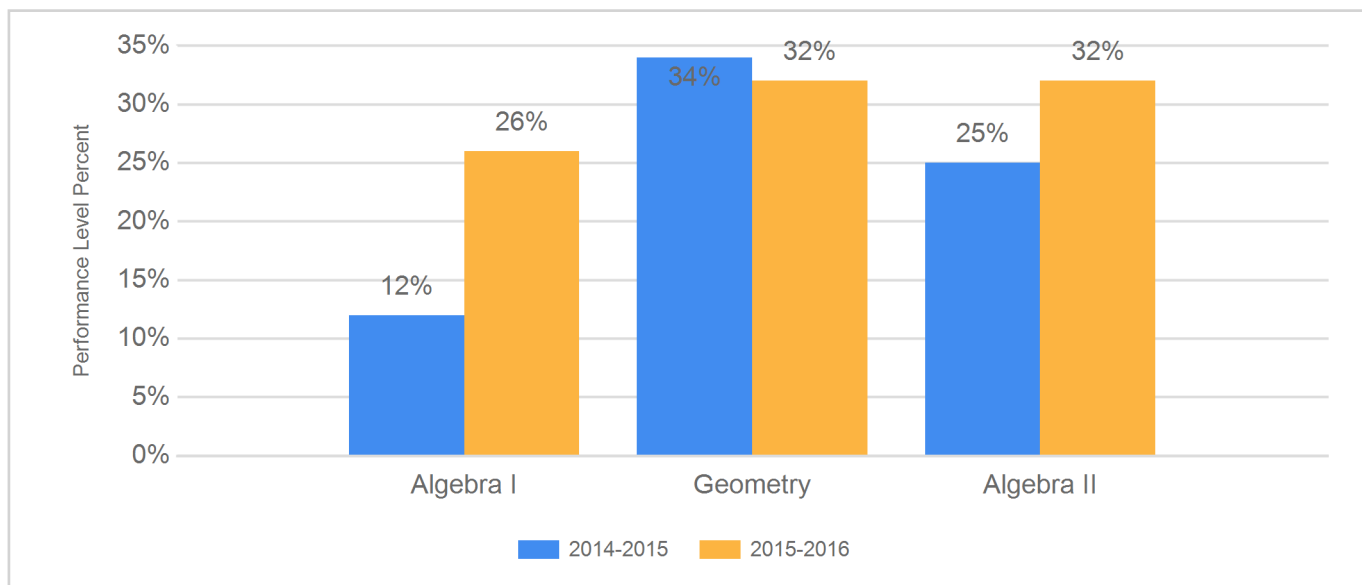
State of New Jersey  
2015-2016

Grade Span 09-12

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

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

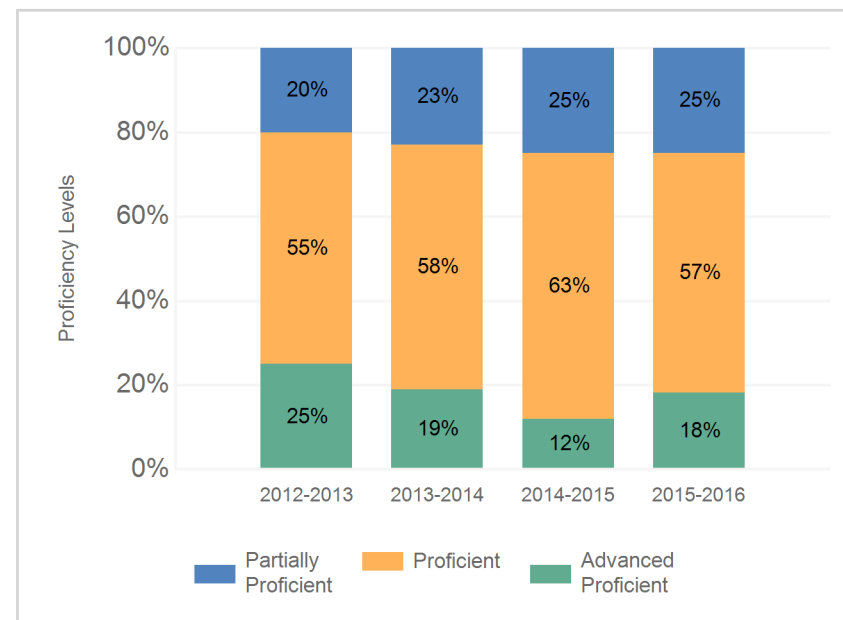
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	18%	57%	25%
White	21%	57%	22%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	5%	32%	63%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	46%	54%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-12

05-0840-030

BURLINGTON

CINNAMINSON TWP

CINNAMINSON HIGH SCHOOL

1197 RIVERTON ROAD

CINNAMINSON, NJ 08077

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	63.9%	58.0%
Percent of Students Participating in ACT	36.8%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	84%	71%
Math	530	60%	53%
<b>ACT</b>	-	-	-
Reading	22	62%	58%
English	18	85%	74%
Math	22	63%	61%
Science	23	51%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	992	950
<b>SAT</b>	-	-
Reading and Writing	559	537
Math	547	538
<b>ACT</b>	-	-
Reading	23	23
English	23	22
Math	23	23
Science	23	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1100	980	880
<b>SAT</b>	-	-	-
Reading and Writing	620	570	510
Math	610	540	480
<b>ACT</b>	-	-	-
Reading	27	23	20
English	26	24	20
Math	27	24	19
Science	26	23	20

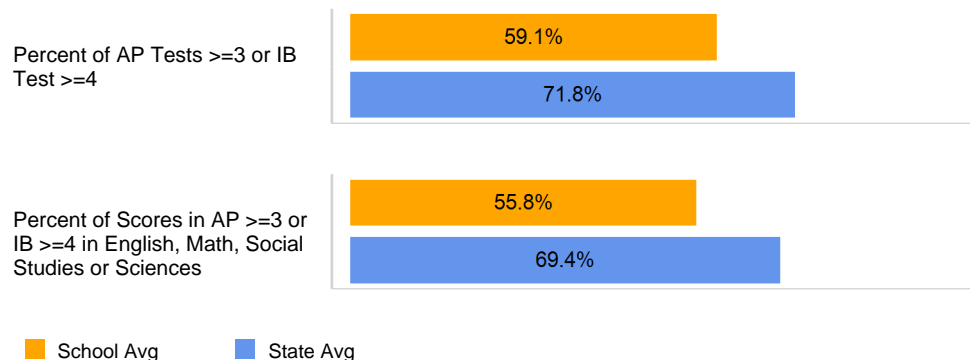


State of New Jersey  
2015-2016

Grade Span 09-12

### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	13	12
AP Calculus AB	25	19
AP Chemistry	20	19
AP English Literature and Composition	62	48
AP Environmental Science	32	12
AP European History	14	11
AP French Language	8	3
AP Music Theory	3	3
AP Physics 1	25	19
AP Physics C	9	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	5
AP Psychology	17	13
AP Spanish Language	28	14
AP Statistics	27	23
AP U.S. History	57	48
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		78

### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	44.2%	39.1%
One of More Test	34.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	31.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey  
2015-2016

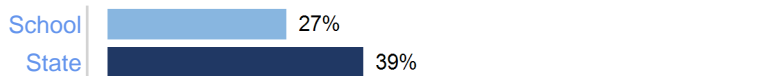
Grade Span 09-12

05-0840-030  
BURLINGTON  
CINNAMINSON TWP  
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



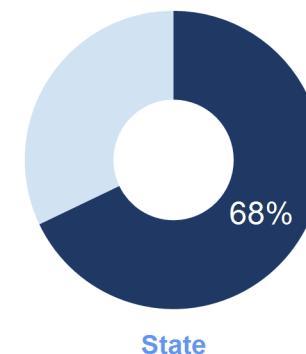
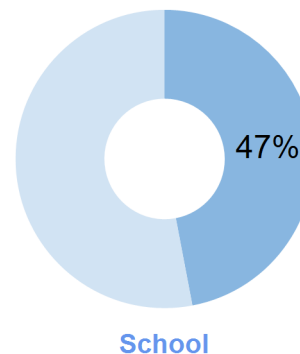
#### DANCE



#### VISUAL ARTS

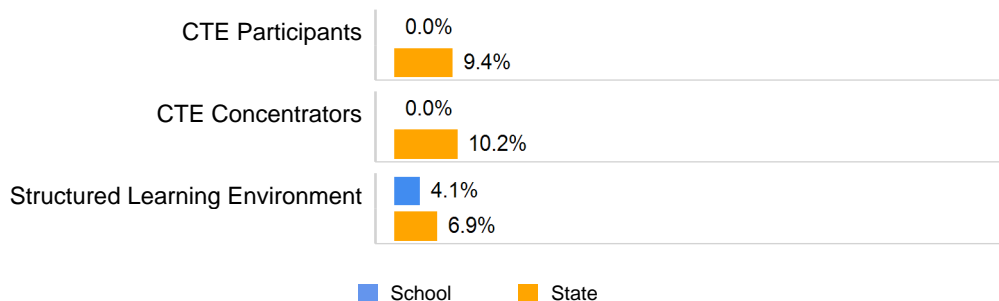


#### Any Visual and Performing Arts



### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



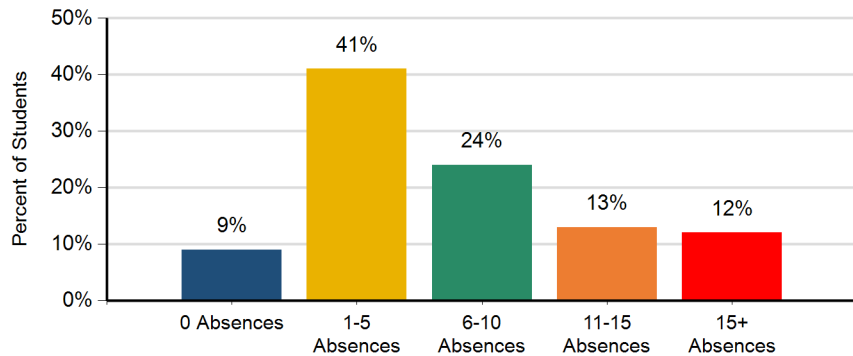
State of New Jersey  
2015-2016

Grade Span 09-12

05-0840-030  
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CINNAMINSON, NJ 08077

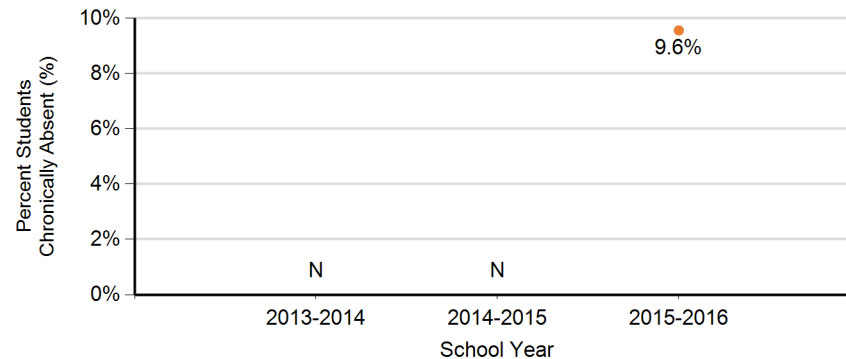
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 09-12

### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.4%	78	81%
White	96%	58	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.5%	1.2%
White	0.5%	0.6%
African American	N	2.6%
Hispanic	2.6%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.8%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

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

### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	98%	99%
2014	98%	98%
2015	96%	97%
2016	96%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.5%	31.7%	68.3%
White	87.2%	30.1%	69.9%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



State of New Jersey  
2015-2016

Grade Span 09-12

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

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 36 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	125:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	10.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 06-08

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

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 06-08

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

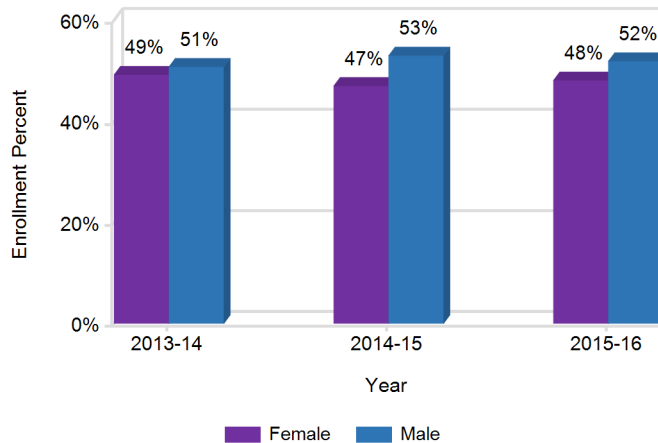
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	189	199	179
Grade 07	178	183	205
Grade 08	195	183	186
UG	15	11	6
<b>Total</b>	<b>577</b>	<b>576</b>	<b>576</b>

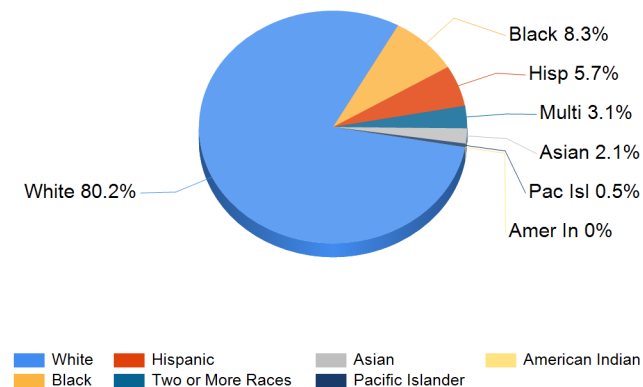
### Enrollment by Gender

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



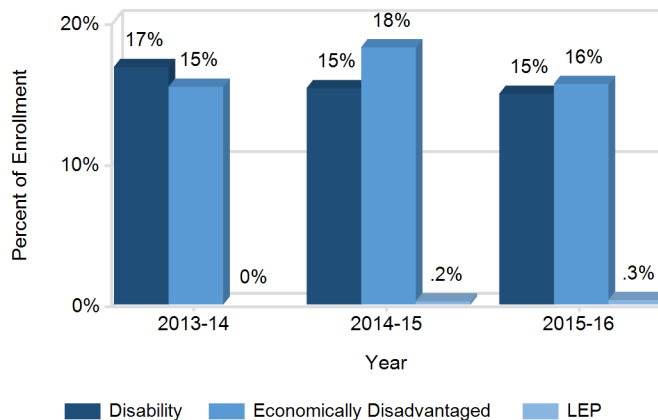
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.1%
Turkish	2.1%
Portuguese	0.7%
Spanish	0.5%
Arabic	0.3%
Other	1.3%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey  
2015-2016

Grade Span 06-08

05-0840-053

BURLINGTON

CINNAMINSON TWP

CINNAMINSON MIDDLE SCHOOL

312 N FORKLANDING ROAD

CINNAMINSON, NJ 08077

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	S	57
Mathematics Met or Exceeded Expectations	43%	S	39

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	524	58%	57	94%	X	524	43%	39	94%	X
White	425	60%	47	93%	X	425	45%	30	93%	X
African American	46	48%	73	100%	✓	46	22%	41	100%	✓
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	84	19%	47	95%	✓	84	16%	43	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	79	42%	67	96%	✓	79	23%	29	96%	✓



State of New Jersey  
2015-2016

Grade Span 06-08

05-0840-053

BURLINGTON

CINNAMINSON TWP

CINNAMINSON MIDDLE SCHOOL

312 N FORKLANDING ROAD

CINNAMINSON, NJ 08077

## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	171	750	750	750	2%	12%	33%	47%	5%	53%	52%
White	141	752	752	756	2%	11%	30%	50%	6%	57%	61%
African American	12	750	750	732	N	8%	50%	42%	N	42%	31%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	26	739	739	735	8%	15%	39%	39%	N	39%	33%
PARCC MATH											
<b>Schoolwide</b>	171	746	746	743	3%	19%	33%	42%	4%	46%	43%
White	141	748	748	750	3%	16%	33%	44%	4%	48%	53%
African American	12	738	738	724	N	33%	33%	33%	N	33%	20%
Hispanic	S	S	S	730	S	S	S	S	S	S	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	25	724	724	717	16%	48%	20%	12%	4%	16%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	26	737	737	728	4%	27%	42%	23%	4%	27%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

05-0840-053

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312 N FORKLANDING ROAD

CINNAMINSON, NJ 08077

## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	199	756	756	753	6%	6%	28%	43%	18%	61%	56%
White	153	758	758	760	5%	5%	28%	44%	19%	63%	65%
African American	19	741	741	733	21%	5%	26%	32%	16%	47%	35%
Hispanic	11	746	746	739	9%	18%	18%	46%	9%	55%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	32	719	719	716	31%	22%	28%	16%	3%	19%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	750	750	735	11%	3%	35%	38%	14%	51%	37%
PARCC MATH											
<b>Schoolwide</b>	199	740	740	740	6%	15%	46%	32%	3%	34%	39%
White	153	743	743	747	5%	11%	47%	34%	3%	37%	47%
African American	19	724	724	724	11%	37%	37%	16%	N	16%	19%
Hispanic	11	725	725	729	18%	27%	36%	18%	N	18%	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	32	716	716	713	28%	25%	31%	16%	N	16%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	733	733	727	5%	16%	60%	19%	N	19%	21%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 06-08

05-0840-053

BURLINGTON

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312 N FORKLANDING ROAD

CINNAMINSON, NJ 08077

## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	172	758	758	753	9%	8%	22%	45%	17%	62%	55%
White	142	756	756	759	11%	9%	21%	43%	17%	60%	63%
African American	16	755	755	732	6%	6%	25%	50%	13%	63%	34%
Hispanic	S	S	S	740	S	S	S	S	S	S	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	27	721	721	715	33%	19%	26%	22%	N	22%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	20	739	739	736	15%	20%	30%	30%	5%	35%	38%
**PARCC MATH											
<b>Schoolwide</b>	124	726	726	726	22%	20%	29%	29%	N	29%	26%
White	99	723	723	732	24%	21%	27%	27%	N	27%	32%
African American	16	731	731	712	13%	19%	44%	25%	N	25%	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	27	705	705	704	48%	19%	22%	11%	N	11%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	19	719	719	718	26%	32%	26%	16%	N	16%	18%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



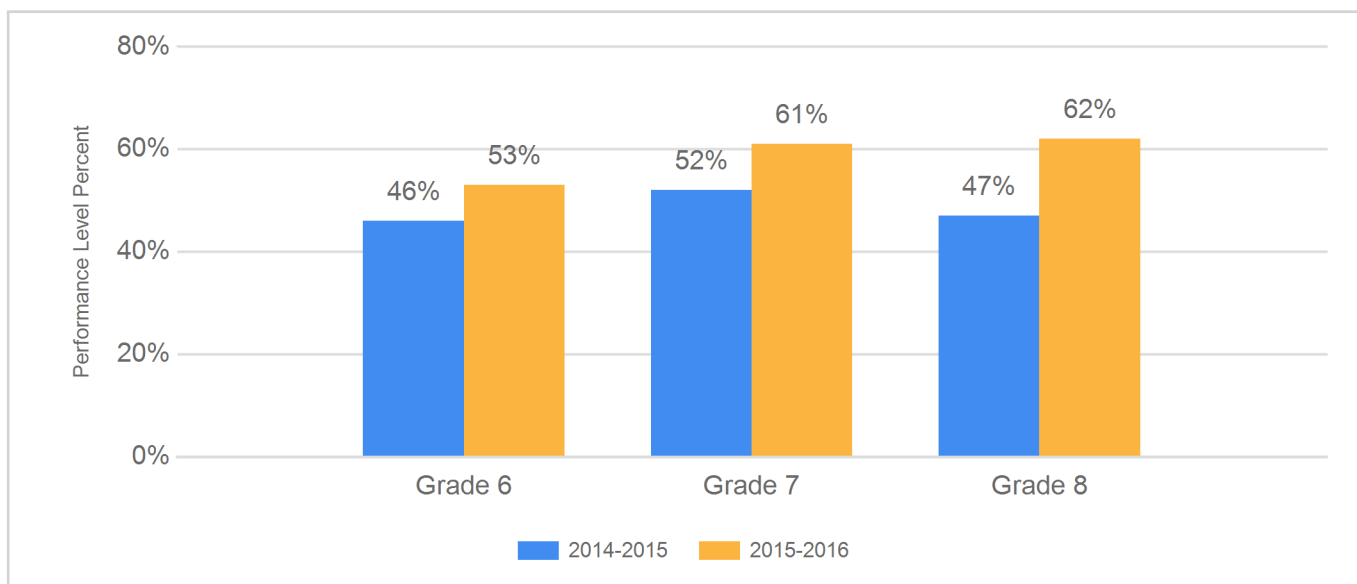
State of New Jersey  
2015-2016

Grade Span 06-08

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

### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey  
2015-2016

Grade Span 06-08

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

## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>49</b>	<b>779</b>	<b>779</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>2%</b>	<b>94%</b>	<b>4%</b>	<b>98%</b>	<b>41%</b>
White	43	778	778	772	N	N	2%	95%	2%	98%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



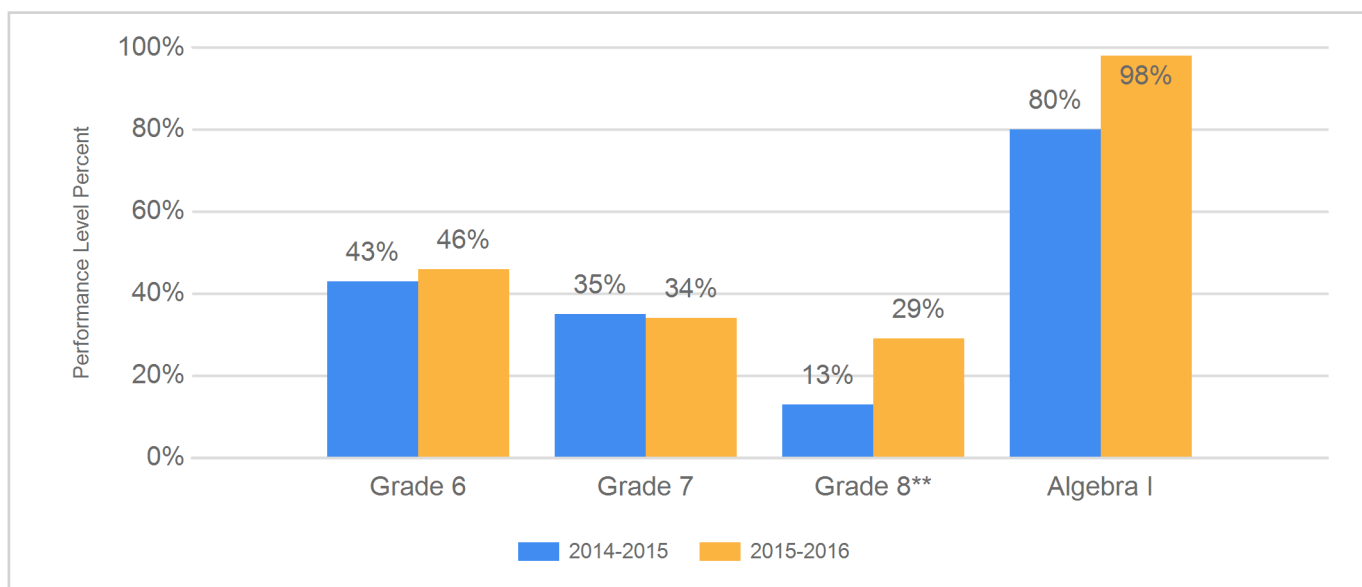
State of New Jersey  
2015-2016

Grade Span 06-08

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

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



State of New Jersey  
2015-2016

Grade Span 06-08

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

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

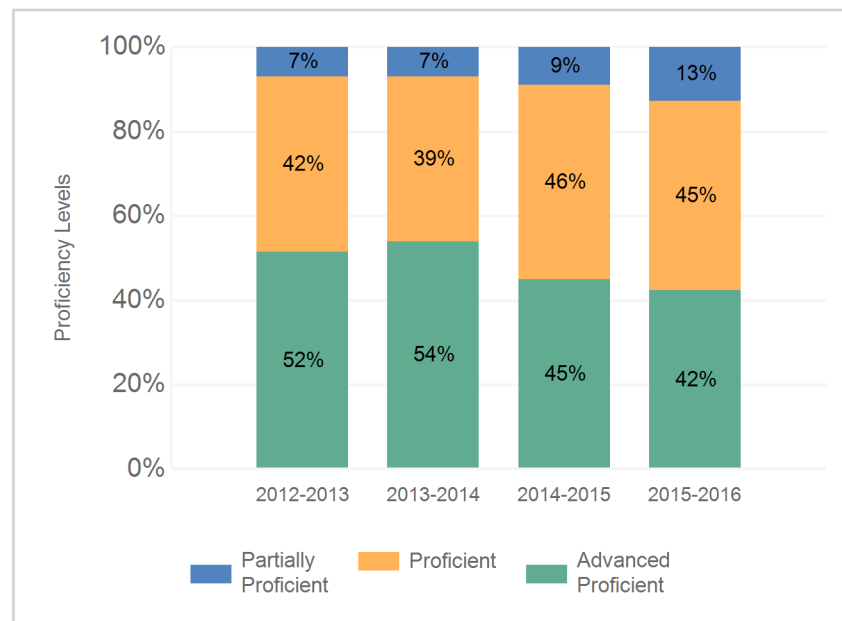
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	42%	45%	13%
White	42%	44%	14%
African American	25%	69%	6%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	21%	31%	48%
English Language Learners	S	S	S
Economically Disadvantaged Students	30%	50%	20%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 06-08

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

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 06-08

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

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	S	50
Student Growth on Math	44	S	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	6%	1%	0%
Approached (L3)	11%	10%	6%
Met (L4)	10%	17%	18%
Exceeded (L5)	2%	4%	10%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	10%	5%	1%
Approached (L3)	15%	14%	9%
Met (L4)	9%	11%	16%
Exceeded (L5)	0%	1%	2%



State of New Jersey  
2015-2016

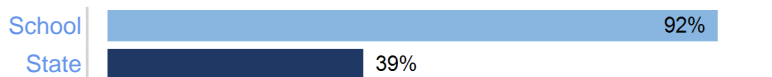
Grade Span 06-08

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

### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



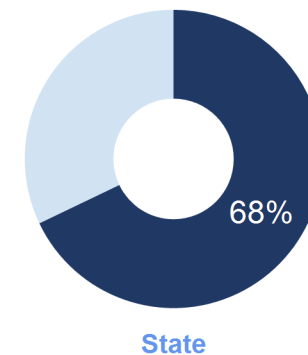
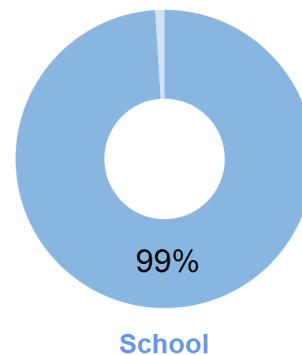
#### DANCE



#### VISUAL ARTS

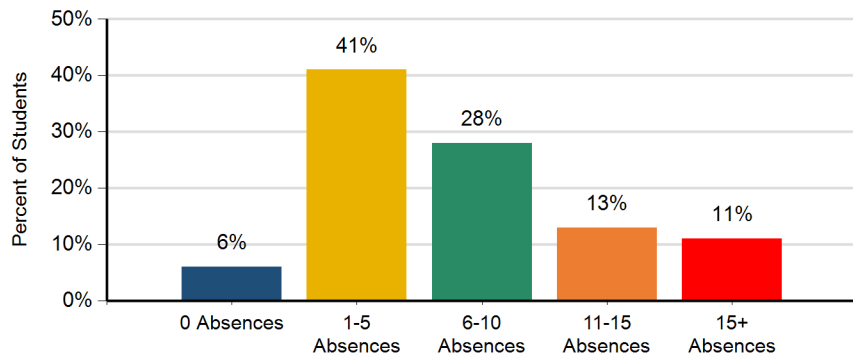


#### Any Visual and Performing Arts



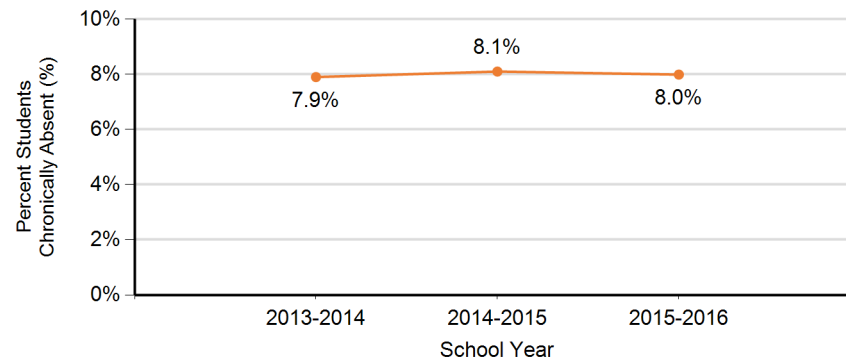
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 06-08

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

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 28 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 31 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	222:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.9%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
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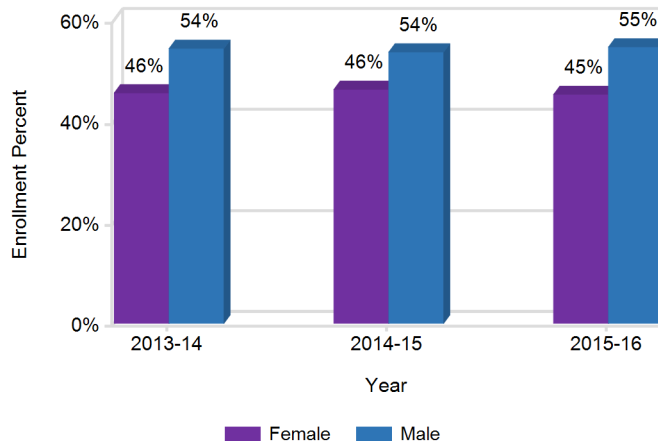
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 03	167	166	178
Grade 04	166	179	167
Grade 05	191	171	183
UG	7	7	9
<b>Total</b>	<b>531</b>	<b>523</b>	<b>537</b>

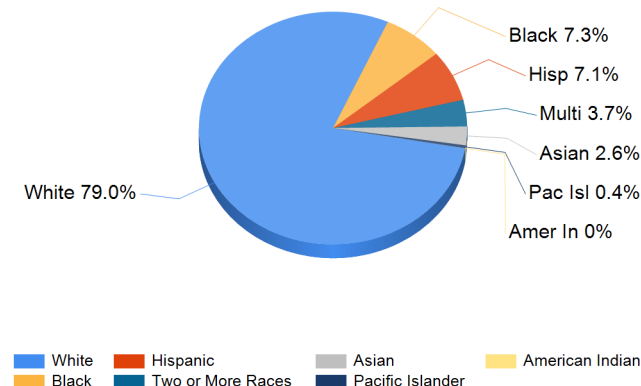
### Enrollment by Gender

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



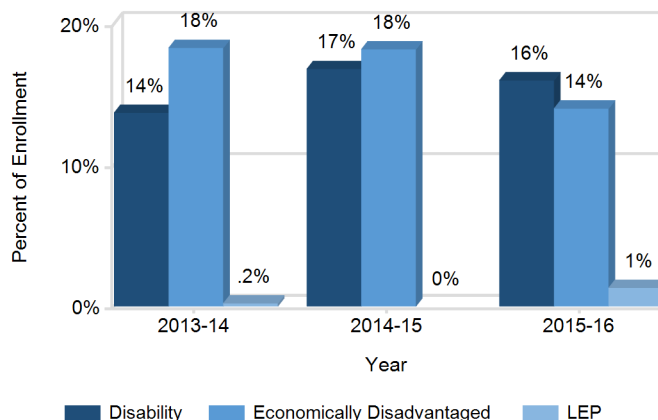
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.3%
Turkish	0.9%
Portuguese	0.6%
Spanish	0.4%
Tamil	0.4%
Other	1.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060

BURLINGTON

CINNAMINSON TWP

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1200 WYNWOOD DRIVE

CINNAMINSON, NJ 08077-2404

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	S	55
Mathematics Met or Exceeded Expectations	55%	S	62

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	470	57%	55	92%	X	469	55%	62	92%	X
White	375	60%	48	93%	X	374	57%	57	93%	X
African American	34	38%	46	90%	X	34	32%	55	90%	X
Hispanic	33	46%	52	93%	X	33	33%	41	93%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	79	30%	75	87%	X	79	38%	84	87%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	60	45%	71	93%	X	59	36%	68	92%	X



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	174	755	755	746	6%	10%	24%	56%	5%	60%	48%
White	138	757	757	756	4%	11%	22%	59%	4%	63%	58%
African American	13	749	749	727	8%	8%	31%	54%	N	54%	30%
Hispanic	15	740	740	730	20%	13%	20%	47%	N	47%	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	32	737	737	718	16%	28%	16%	38%	3%	41%	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	23	742	742	727	17%	13%	26%	39%	4%	44%	28%
PARCC MATH											
<b>Schoolwide</b>	173	755	755	749	6%	11%	24%	44%	16%	60%	52%
White	137	757	757	757	6%	7%	23%	47%	18%	64%	63%
African American	13	746	746	730	N	31%	23%	46%	N	46%	31%
Hispanic	15	732	732	736	13%	33%	27%	27%	N	27%	35%
Asian	S	S	S	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	32	734	734	727	25%	16%	16%	31%	13%	44%	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	22	733	733	732	9%	36%	23%	32%	N	32%	32%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060

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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	153	753	753	750	5%	8%	31%	49%	8%	57%	54%
White	123	754	754	759	5%	7%	29%	51%	8%	59%	64%
African American	13	737	737	733	8%	15%	46%	23%	8%	31%	33%
Hispanic	S	S	S	737	S	S	S	S	S	S	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	25	732	732	723	20%	20%	36%	16%	8%	24%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	23	748	748	734	4%	22%	17%	52%	4%	57%	33%
PARCC MATH											
<b>Schoolwide</b>	153	744	744	745	10%	12%	31%	44%	3%	46%	47%
White	123	745	745	752	11%	11%	32%	44%	3%	47%	57%
African American	13	731	731	727	8%	31%	39%	23%	N	23%	24%
Hispanic	S	S	S	733	S	S	S	S	S	S	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	25	715	715	724	48%	16%	12%	20%	4%	24%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	23	732	732	730	13%	22%	35%	30%	N	30%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	167	753	753	751	2%	5%	37%	53%	4%	56%	53%
White	131	756	756	758	N	5%	37%	55%	4%	59%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	13	742	742	738	8%	8%	39%	46%	N	46%	37%
Asian	S	S	S	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	17	729	729	723	18%	18%	41%	18%	6%	24%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	747	747	735	5%	9%	50%	27%	9%	36%	33%
PARCC MATH											
<b>Schoolwide</b>	168	754	754	747	2%	10%	30%	48%	10%	58%	47%
White	132	756	756	753	2%	8%	29%	50%	11%	61%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	13	740	740	735	8%	15%	39%	39%	N	39%	31%
Asian	S	S	S	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	17	732	732	725	18%	24%	18%	41%	N	41%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	22	744	744	732	9%	14%	32%	41%	5%	46%	28%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



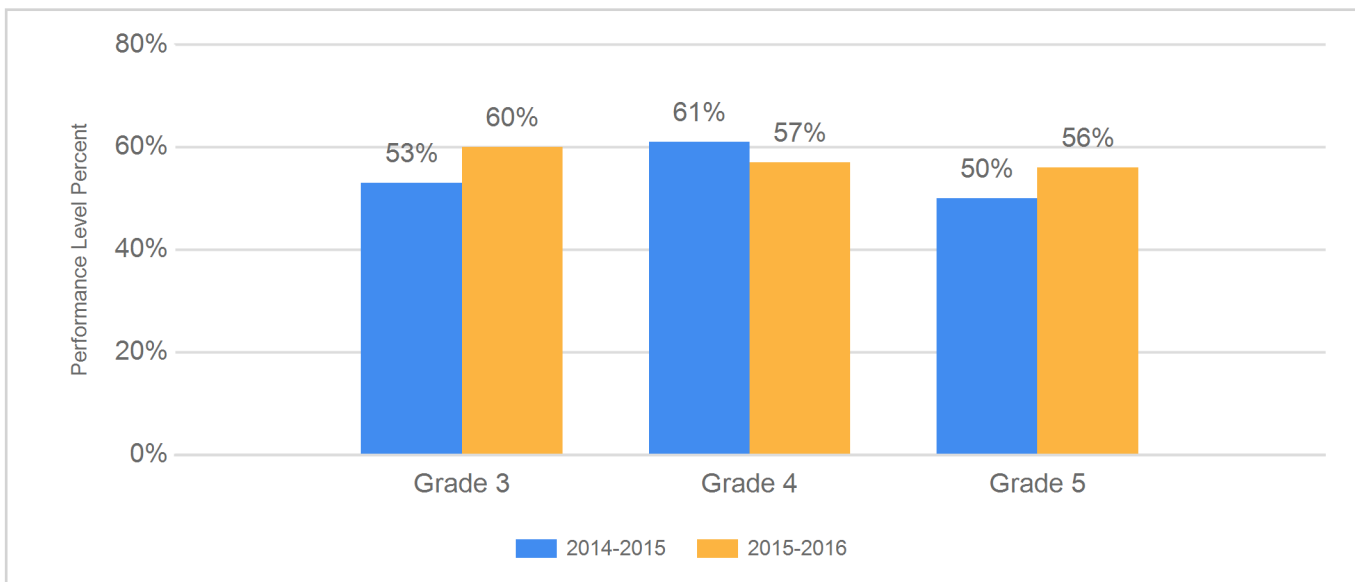
State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



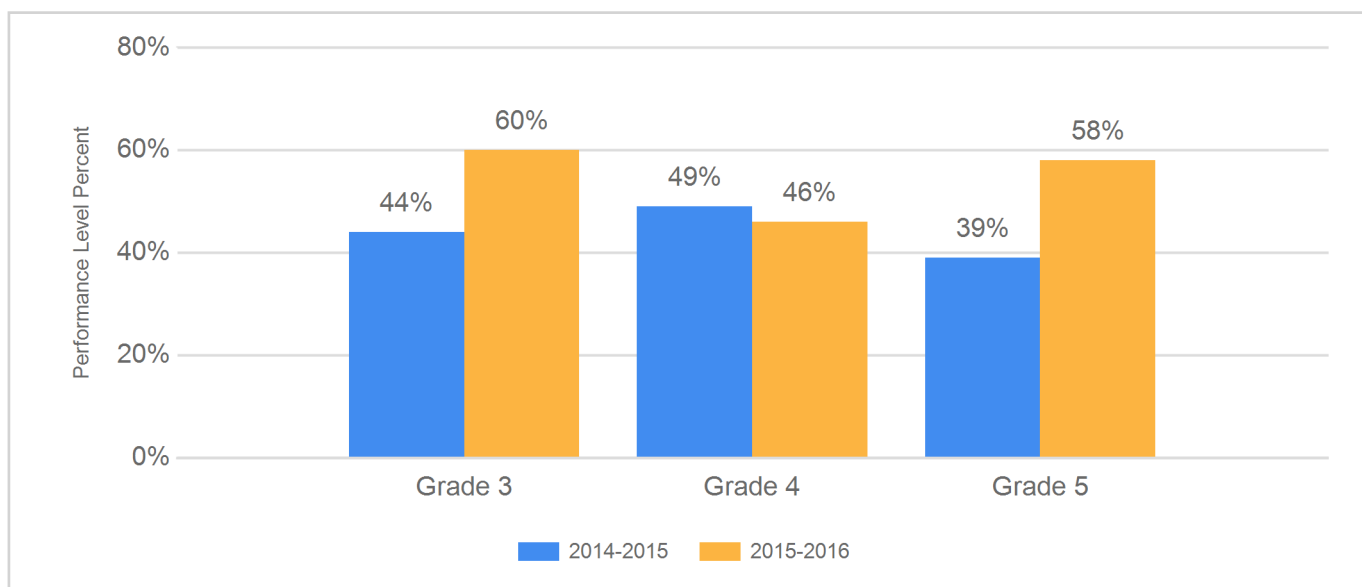
State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey  
2015-2016

Grade Span 03-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

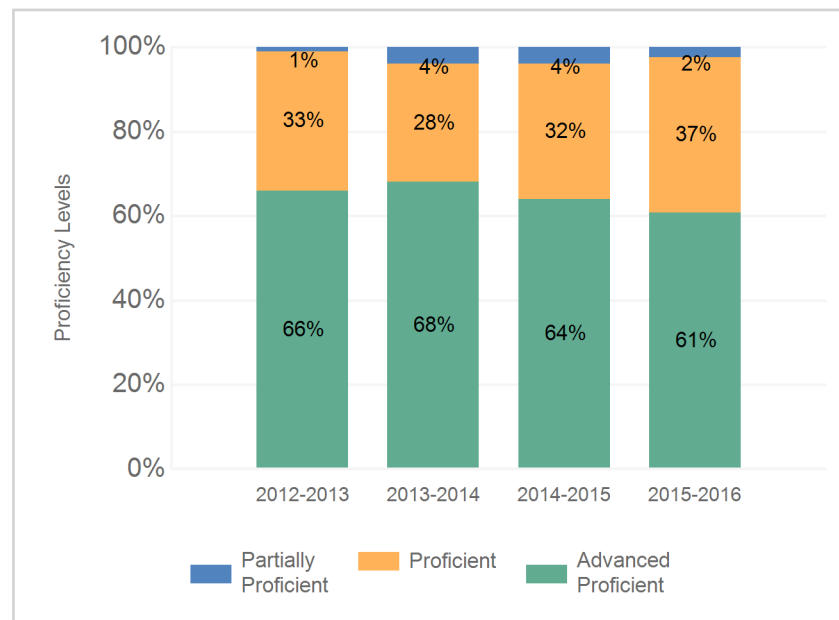
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	61%	37%	2%
White	64%	34%	2%
African American	50%	42%	8%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	33%	60%	7%
English Language Learners	N	N	N
Economically Disadvantaged Students	56%	36%	8%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060

BURLINGTON

CINNAMINSON TWP

ELEANOR RUSH INTERMEDIATE SCHOOL

1200 WYNWOOD DRIVE

CINNAMINSON, NJ 08077-2404

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	S	50
Student Growth on Math	50	S	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	4%	1%	1%
Approached (L3)	20%	9%	5%
Met (L4)	14%	20%	18%
Exceeded (L5)	0%	1%	5%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	7%	1%	2%
Approached (L3)	14%	9%	6%
Met (L4)	13%	14%	21%
Exceeded (L5)	0%	2%	4%



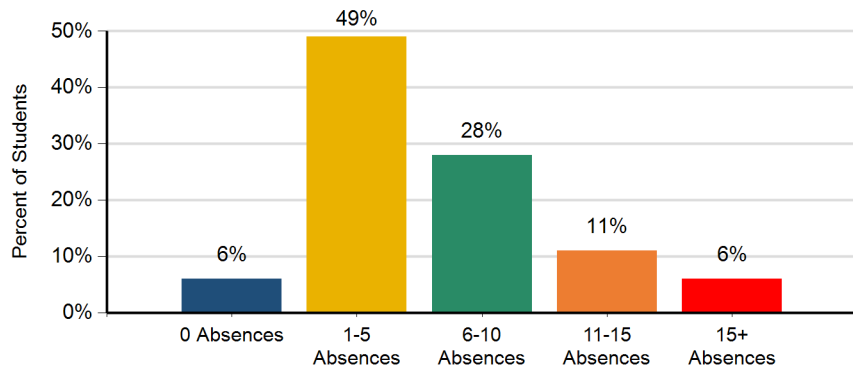
State of New Jersey  
2015-2016

Grade Span 03-05

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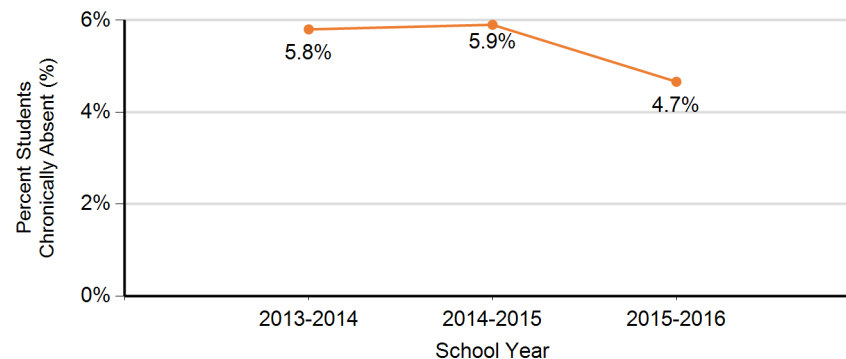
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span 03-05

05-0840-060  
BURLINGTON  
CINNAMINSON TWP  
ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 28 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	269:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey  
2015-2016

05-0840-055  
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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

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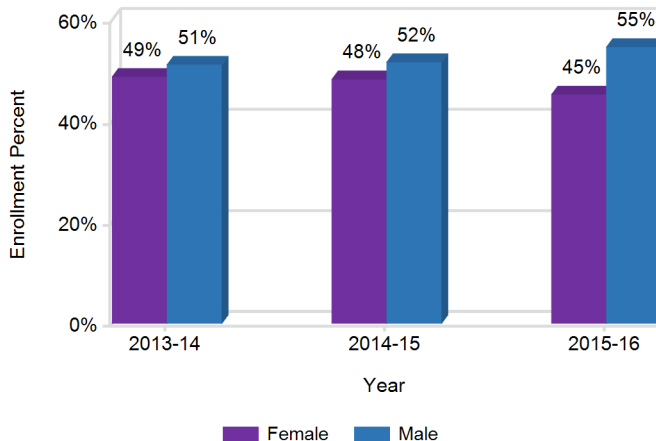
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	21	27	29
Grade KG	130	153	161
Grade 01	198	181	189
Grade 02	158	171	161
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	20	19	12
<b>Total</b>	<b>527</b>	<b>551</b>	<b>552</b>

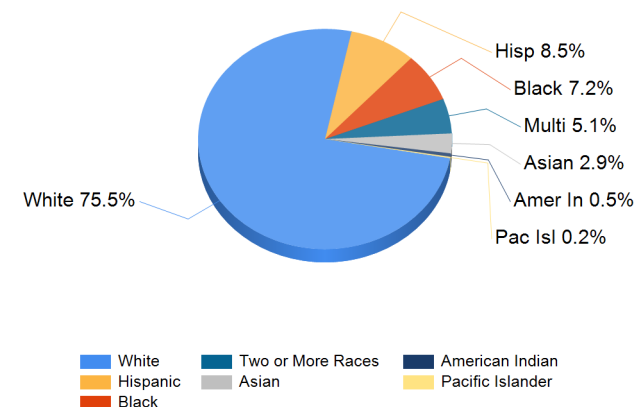
Enrollment by Gender

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



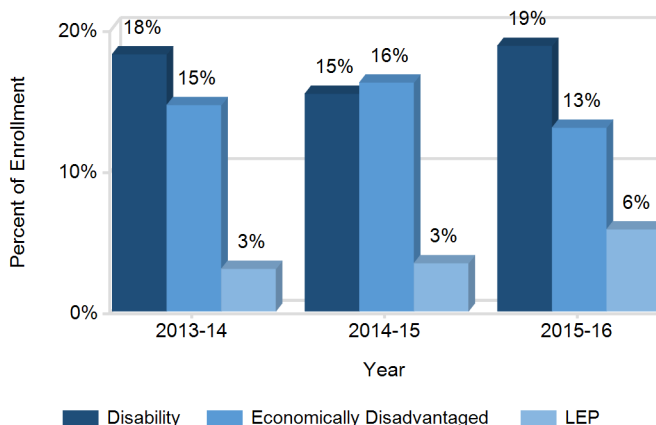
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.1%
Turkish	2.4%
Spanish	0.9%
Portuguese	0.7%
Bosnian	0.5%
Other	2.6%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey  
2015-2016

05-0840-055  
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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 28 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	14:1
Administrator	276:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%