NJ SCHOOL PERFORMANCE REPORT

ELEANOR RUSH INTERMEDIATE SCHOOL
(05-0840-060)
Grades Offered: 03-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	CINNAMINSON TWP
Principal Name	MRS. BANECKER
Address	1200 WYNWOOD DRIVE CINNAMINSON, NJ 08077-2404
Phone Number	(856)829-7778
Email Address	BANECKERD@CINNAMINSON.COM
Website	http://ers.cinnaminson.com
Facebook	https://fb.com/ERSCinnaminson
Twitter	https://twitter.com/ECinnaminson

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
3	184	175	187
4	169	189	196
5	184	177	196
Total	537	541	579

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.3%	47.3%	48.9%
Male	54.7%	52.7%	51.1%
Economically Disadvantaged Students	14.0%	14.0%	13.5%
Students with Disabilities	16.0%	20.3%	15.0%
English Learners	1.3%	1.5%	1.0%
Homeless Students		1.1%	1.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		1.3%	0.9%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	79.0%	77.6%	76.9%
Hispanic	7.1%	8.3%	9.0%
Black or African American	7.3%	7.8%	8.3%
Asian	2.6%	1.3%	1.7%
Native Hawaiian or Pacific Islander	0.4%	0.6%	0.3%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	3.7%	4.3%	3.8%

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	94.3%
Turkish	2.2%
Portuguese	1.9%
Other Languages	1.6%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	55	50	Met Standard	47.5	49	50	Met Standard
White	42	56	50	Met Standard	49	50	51	Met Standard
Hispanic	52	52	49	Met Standard	40	43	48	Met Standard
Black or African American	40	49	44	Met Standard	52	51.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61.5	61	**	*	47	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	27	45	49	**	41	46	51	**
Economically Disadvantaged	44	54	48	Met Standard	45	47.5	47	Met Standard
Students with Disabilities	52.5	47.5	41	Met Standard	54	49	43	Met Standard
English Learners	46.5	46.5	54	**	62	63.5	51	**

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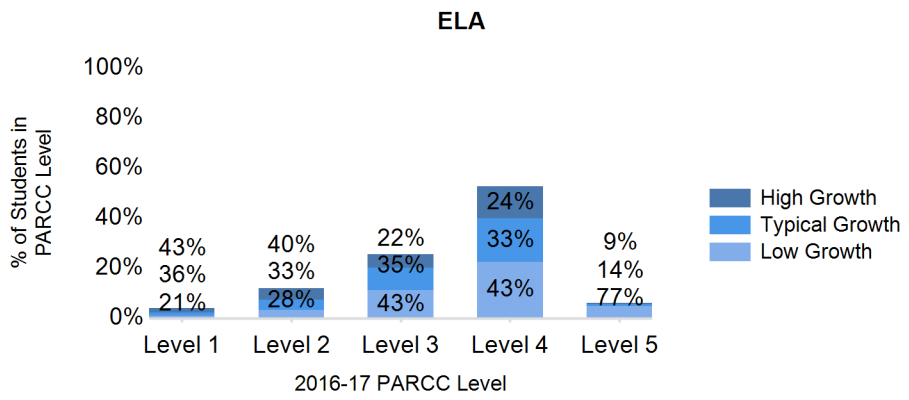
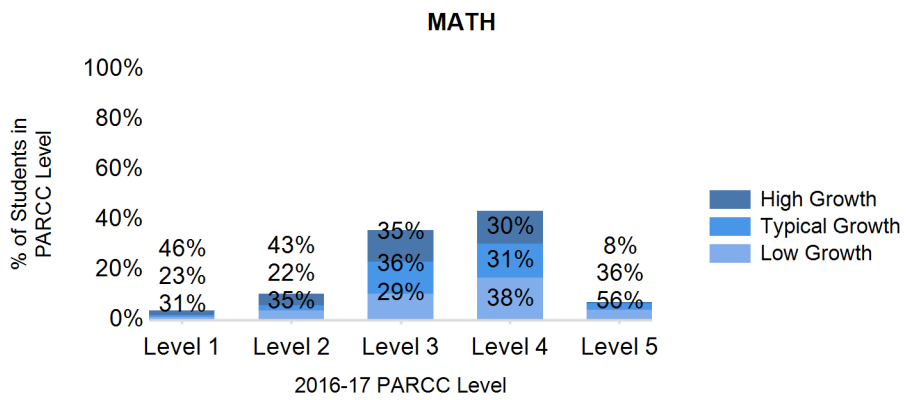
Student Growth by Performance Level

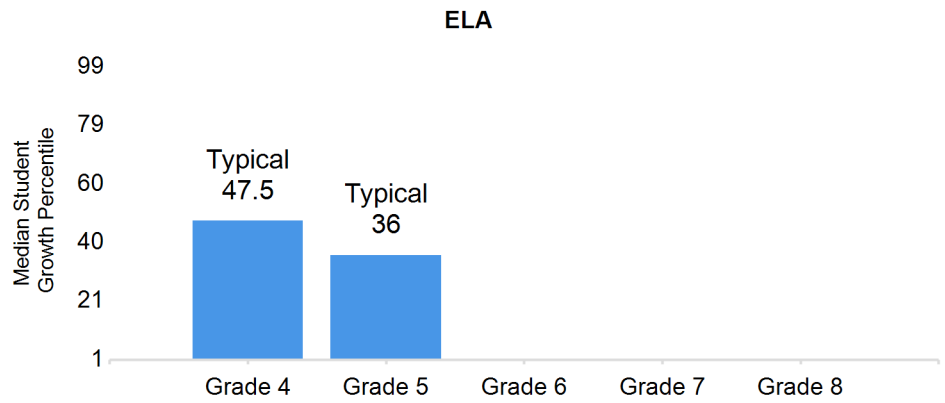
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

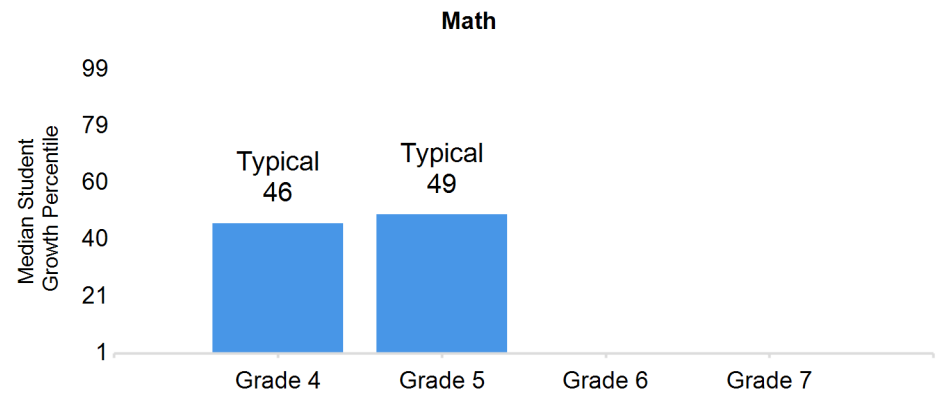




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	563	98.6	55.7	64.3	56.7	55.7	57.9	Met Target†
White	432	98.4	58.6	66.6	65.6	58.6	60.2	Met Target†
Hispanic	48	100.0	50.0	50.4	42.5	50.0	48.6	Met Target
Black or African American	49	98.0	36.8	48.0	37.3	36.8	40.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	77.5	82.3	58.3	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	22	100.0	54.6	69.8	63.4	54.6	65.8	Met Target†
Female	277	98.9	59.2	71.7	64.5	59.2		
Male	286	98.3	52.5	57.7	49.4	52.5		
Economically Disadvantaged Students	75	100.0	40.0	52.2	38.5	40.0	47.3	Met Target†
Non-Economically Disadvantaged Students	488	98.4	58.2	66.2	67.5	58.2		
Students with Disabilities	86	96.7	24.4	27.0	21.6	24.4	33	Not Met
Students without Disabilities	477	99.0	61.4	71.3	63.9	61.4		
English Learners	25	100.0	28.0	21.9	27.3	28.0	N	N
Non-English Learners	538	98.6	57.0	65.2	59.4	57.0		
Homeless Students	*	*	*	43.5	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	53.3	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	753	753	750	6%	14%	25%	*	*	55%	52%
White	144	757	757	759	*	11%	27%	*	*	58%	61%
Hispanic	15	735	735	736	*	*	*	*	*	40%	38%
Black or African American	16	736	736	733	*	*	*	*	*	44%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	94	759	759	756	*	11%	26%	*	*	61%	57%
Male	90	747	747	744	*	17%	24%	*	*	50%	46%
Economically Disadvantaged Students	19	744	744	733	*	*	*	*	*	47%	34%
Non-Economically Disadvantaged Students	165	754	754	762	*	*	*	*	*	56%	64%
Students with Disabilities	23	723	723	719	*	*	*	*	*	17%	24%
Students without Disabilities	161	757	757	756	*	*	*	*	*	61%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	757	757	756	*	*	28%	40%	16%	55%	58%
White	140	759	759	764	*	*	25%	40%	19%	59%	68%
Hispanic	20	752	752	744	0%	*	*	55%	0%	55%	44%
Black or African American	17	743	743	739	*	*	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	96	760	760	762	*	*	29%	*	*	59%	63%
Male	95	753	753	751	*	*	27%	*	*	52%	53%
Economically Disadvantaged Students	32	746	746	740	*	*	31%	*	*	41%	40%
Non-Economically Disadvantaged Students	159	759	759	767	*	*	28%	*	*	58%	70%
Students with Disabilities	36	733	733	726	*	*	33%	*	*	22%	25%
Students without Disabilities	155	762	762	762	*	*	27%	*	*	63%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	754	754	755	0%	6%	37%	*	*	57%	58%
White	151	755	755	763	0%	7%	34%	*	*	59%	68%
Hispanic	15	754	754	743	0%	0%	*	*	*	60%	43%
Black or African American	14	746	746	738	0%	0%	79%	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	90	756	756	762	0%	*	*	*	*	58%	66%
Male	101	753	753	749	0%	*	*	*	*	56%	51%
Economically Disadvantaged Students	25	745	745	739	0%	*	68%	*	*	28%	39%
Non-Economically Disadvantaged Students	166	756	756	766	0%	*	32%	*	*	61%	71%
Students with Disabilities	24	741	741	724	0%	*	46%	*	*	33%	22%
Students without Disabilities	167	756	756	762	0%	*	35%	*	*	60%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	191	754	754	757	0%	6%	37%	*	*	57%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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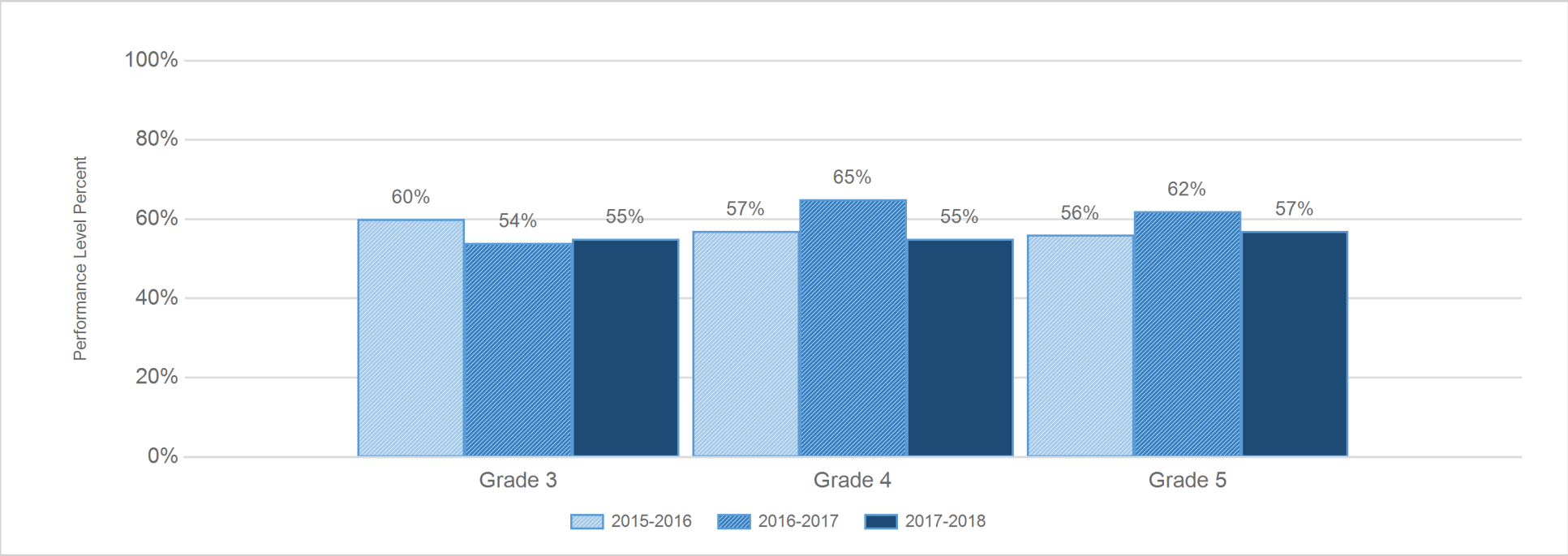
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	563	98.6	53.1	49.2	45.0	53.1	55.4	Met Target†
White	432	98.4	58.3	53.5	54.1	58.3	58	Met Target
Hispanic	48	100.0	25.0	26.1	29.2	25.0	37.8	Not Met
Black or African American	49	98.0	30.6	27.4	23.4	30.6	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.4	57.5	77.0	58.4	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	22	100.0	59.0	49.2	53.0	59.0	56.3	Met Target
Female	277	98.9	50.5	47.9	46.0	50.5		
Male	286	98.3	55.6	50.4	43.9	55.6		
Economically Disadvantaged Students	75	100.0	30.6	34.7	26.6	30.6	38.6	Met Target†
Non-Economically Disadvantaged Students	488	98.4	56.6	51.6	55.9	56.6		
Students with Disabilities	86	96.7	31.4	*	17.1	31.4	39.2	Met Target†
Students without Disabilities	477	99.0	57.0	*	50.5	57.0		
English Learners	25	100.0	28.0	24.2	24.6	28.0	N	N
Non-English Learners	538	98.6	54.2	49.7	46.9	54.2		
Homeless Students	*	*	*	20.8	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	40.0	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	756	756	752	*	*	30%	53%	7%	60%	53%
White	144	759	759	760	*	*	28%	58%	9%	67%	64%
Hispanic	15	741	741	739	*	*	*	*	*	27%	38%
Black or African American	16	737	737	734	*	*	*	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	94	757	757	752	*	*	34%	*	*	60%	53%
Male	90	755	755	751	*	*	26%	*	*	61%	53%
Economically Disadvantaged Students	19	746	746	736	*	*	*	*	*	47%	35%
Non-Economically Disadvantaged Students	165	757	757	762	*	*	*	*	*	62%	66%
Students with Disabilities	23	739	739	730	*	*	*	*	*	43%	29%
Students without Disabilities	161	758	758	756	*	*	*	*	*	63%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ELEANOR RUSH INTERMEDIATE SCHOOL
(05-0840-060)
Grades Offered: 03-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	746	746	748	5%	12%	35%	*	*	48%	49%
White	140	749	749	755	*	11%	31%	*	*	53%	60%
Hispanic	20	739	739	737	0%	*	55%	*	*	30%	34%
Black or African American	17	735	735	730	*	*	*	*	*	24%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	96	744	744	748	*	*	35%	*	*	45%	50%
Male	95	748	748	748	*	*	35%	*	*	51%	49%
Economically Disadvantaged Students	32	738	738	733	*	*	50%	*	*	25%	30%
Non-Economically Disadvantaged Students	159	748	748	758	*	*	32%	*	*	52%	62%
Students with Disabilities	36	728	728	725	*	31%	*	*	*	33%	22%
Students without Disabilities	155	750	750	753	*	8%	*	*	*	51%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

ELEANOR RUSH INTERMEDIATE SCHOOL
(05-0840-060)
Grades Offered: 03-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	752	752	748	*	13%	37%	*	*	50%	49%
White	151	754	754	756	0%	9%	36%	46%	9%	54%	60%
Hispanic	15	735	735	736	*	*	*	*	*	20%	32%
Black or African American	14	741	741	730	0%	*	*	*	*	29%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	90	748	748	749	*	11%	41%	*	*	47%	50%
Male	101	756	756	747	*	14%	33%	*	*	53%	48%
Economically Disadvantaged Students	25	735	735	733	*	*	40%	*	*	20%	29%
Non-Economically Disadvantaged Students	166	755	755	758	*	*	36%	*	*	55%	62%
Students with Disabilities	24	733	733	726	*	*	*	*	*	*	20%
Students without Disabilities	167	755	755	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	191	752	752	750	*	13%	37%	*	*	50%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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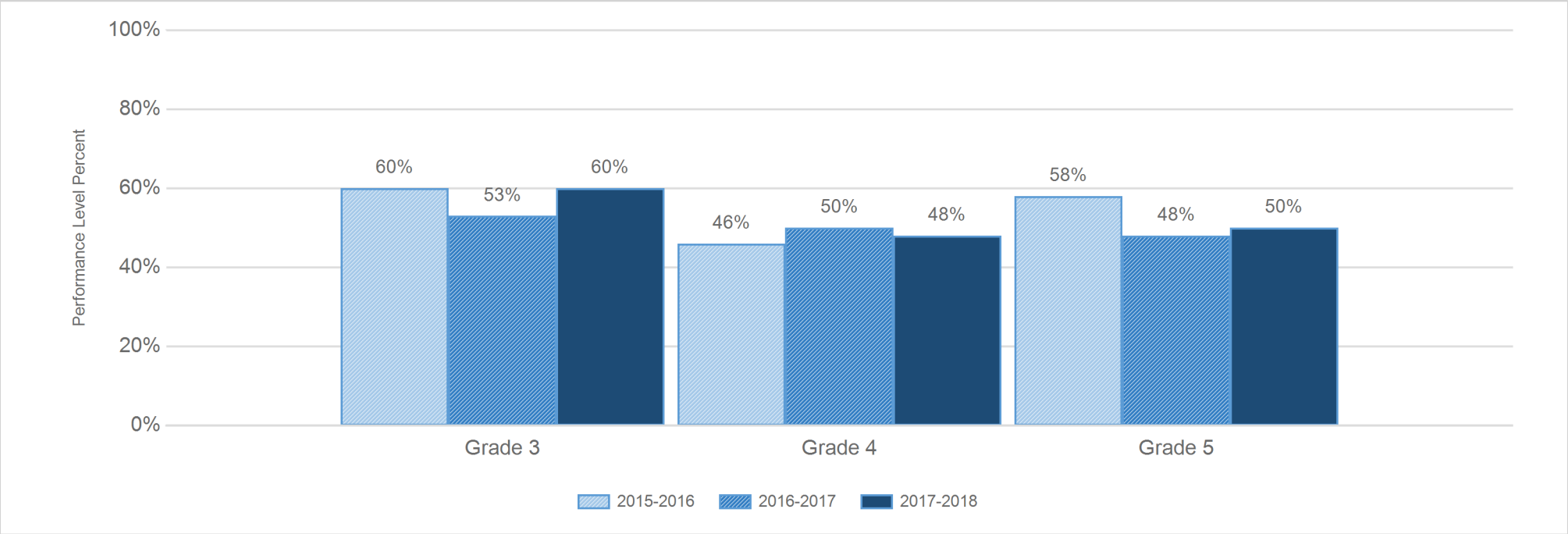
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

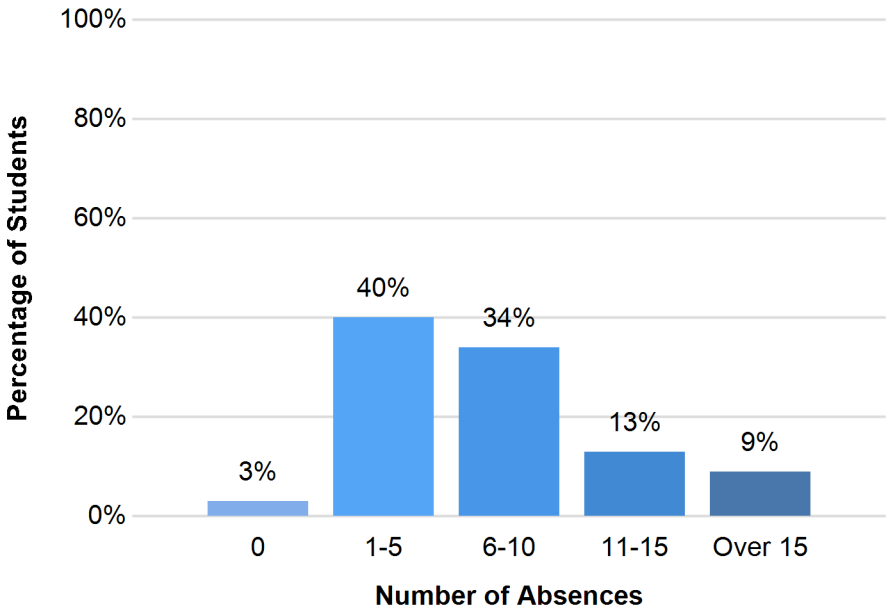
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	33	5.7	7.6	Met
White	19	4.3	7.6	Met
Hispanic	7	13.2	7.6	Not Met
Black or African American	5	10.2	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	8.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.3	7.6	Met
Economically Disadvantaged Students	16	20.5	7.6	Not Met
Students with Disabilities	10	11.1	7.6	Not Met
English Learners	*	*	**	**

Days Absent

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



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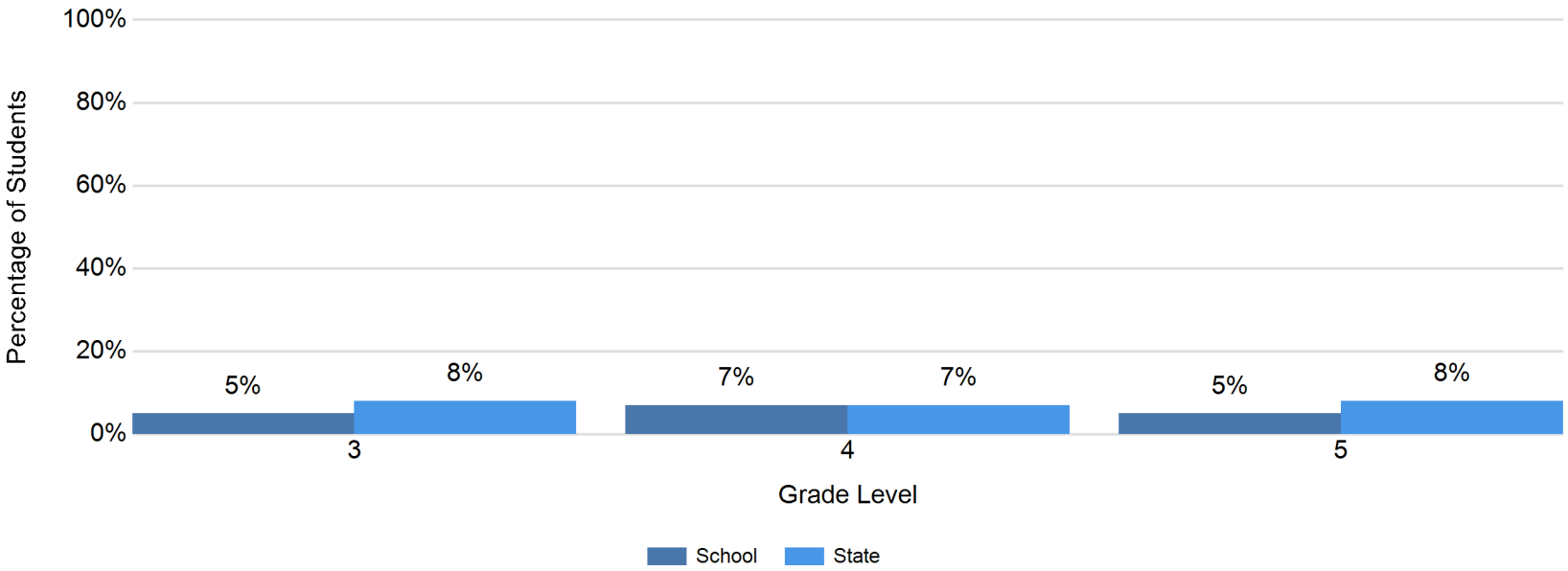
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.38

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	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	2	4
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
*

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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	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	3.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$313	$14,992	$15,305

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	75.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,374
Average years experience in public schools	19.5	16.0
Average years experience in district	14.4	12.0
Administrators in district for 4 or more years	90.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	290:1	109:1
Teachers to Administrators	26:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		626:1
Students to Counselors		358:1
Students to Child Study Team		278:1

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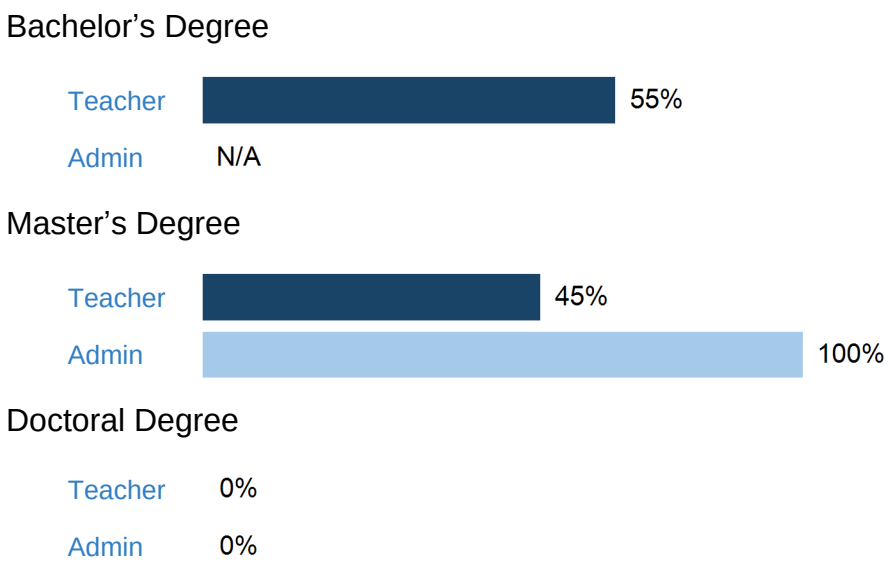
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.7%	90.2%
2016-17 Administrators: Same district 2017-18	95.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.3%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.7%	100.0%
Male	17.3%	0.0%
White	98.1%	100.0%
Hispanic	0.0%	0.0%
Black or African American	1.9%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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(05-0840-060)
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2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	40.88	17.5%
Mathematics Proficiency	52.01	17.5%
English Language Arts Growth	30.98	25.0%
Mathematics Growth	42.55	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	52.64	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.54	n/a
Summative Rating: Percentile Rank of Summative Score	36.08	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Standard	Met Standard	**	Met	No
White	40.93	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	39.57	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	57.70	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	40.84	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	73.89	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	No

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

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School Narrative

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

Highlights:	• One fourth grade student received a perfect score on the PARCC Math Assessment. • The Music Makers, our choral group, was a semi-finalist in the MORE 101FM Christmas Choir Competition. This group also was asked to sing the National anthem at a Villanova Basketball game.
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 575 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 receieved the following awards at the June BOE Meeting: President's Education Award for Academic Excellence (22 students), President's Education Award for Academic Achievement (8 students), Grade 5 Battle of the Books Team came in First Place in Burlington County, two students were semi-finalists in the NJDAR American History Essay Contest, a first and second place winner in the Math Olympiad, and second and third place regional winners in the Stock Market Game. 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 technology. In addition, we provide: basic skills reading and math, special education, gifted and talented, English as a second language, speech therapy, occupational therapy, and physical therapy. 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 incorpoates 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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Staff and Professional Learning:	The district provides professional development to staff during Curriculum Days. Examples of professional learning are: Google, Google Classroom, Dyslexia, NGSS Science STEM Activities, Special Education Law, SMART Notebook, Yoga and Mindfulness, Suicide Prevention, and A.L.I.C.E. Training (school security protocol). Staff may also attend out of district workshops and webinars to improve instruction. Instructional staff collaborate during common planning times. A newsletter, The News at Rush, detailing the upcoming week's events is published each Friday by the office of the Principal for all staff.

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Student Supports and Services:	For additional support, we provide: basic skills reading and math, special education, 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 a 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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Facilities:	Recent renovations include updating our technology lab to create a STEM-friendly learning environment dubbed the "Fab Lab." New flooring and paint in a classroom and a new door to provide additional space for ESL and Special Education Resource Room students.
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 computer 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.