NJ SCHOOL PERFORMANCE REPORT

CINNAMINSON HIGH SCHOOL
(05-0840-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MR. GORMAN
Address	1197 RIVERTON ROAD CINNAMINSON, NJ 08077
Phone Number	(856)829-7770
Email Address	gormanr@cinnaminson.com
Website	http://chs.cinnaminson.com
Facebook	https://fb.com/cinnaminsonHS
Twitter	https://twitter.com/cinnaminsonHS

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Enrollment 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
9	179	203	215
10	210	181	205
11	200	208	181
12	185	197	207
Total	774	789	808

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	49.1%	49.4%	47.8%
Male	50.9%	50.6%	52.2%
Economically Disadvantaged Students	12.3%	12.5%	14.4%
Students with Disabilities	15.6%	15.7%	15.2%
English Learners	0.5%	0.8%	0.7%
Homeless Students		1.3%	2.5%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.6%	1.0%
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	79.5%	79.8%	79.1%
Hispanic	5.0%	5.6%	6.1%
Black or African American	8.9%	8.1%	7.9%
Asian	3.4%	3.2%	3.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.3%	0.1%	0.0%
Two or More Races	2.8%	3.0%	3.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	774	789	808
Shared Time Students	0	0	0
Full Time Equivalent	774	789	808

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	94.8%
Turkish	1.5%
Spanish	1.4%
Other Languages	2.4%

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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	417	100.0	66.4	64.3	56.7	66.4	54.2	Met Target
White	322	100.0	67.7	66.6	65.6	67.7	57.8	Met Target
Hispanic	28	100.0	42.8	50.4	42.5	42.8	17.5	Met Target
Black or African American	37	100.0	62.2	48.0	37.3	62.2	40.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.8	77.5	82.3	72.8	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	19	100.0	84.2	69.8	63.4	84.2	N	N
Female	200	100.0	77.5	71.7	64.5	77.5		
Male	217	100.0	56.3	57.7	49.4	56.3		
Economically Disadvantaged Students	59	100.0	50.9	52.2	38.5	50.9	32.2	Met Target
Non-Economically Disadvantaged Students	358	100.0	69.0	66.2	67.5	69.0		
Students with Disabilities	66	100.0	30.3	27.0	21.6	30.3	22.5	Met Target
Students without Disabilities	351	100.0	73.3	71.3	63.9	73.3		
English Learners	*	*	*	21.9	27.3	*	**	**
Non-English Learners	*	*	*	65.2	59.4	*		
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		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	213	762	762	752	*	*	20%	48%	20%	68%	55%
White	161	763	763	760	*	*	21%	48%	20%	68%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	20	748	748	734	*	*	*	*	*	60%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	13	771	771	760	0%	*	*	*	*	85%	63%
Female	101	768	768	759	*	*	13%	56%	22%	78%	63%
Male	112	756	756	744	*	*	27%	40%	18%	58%	46%
Economically Disadvantaged Students	39	758	758	733	*	*	31%	*	*	56%	34%
Non-Economically Disadvantaged Students	174	763	763	761	*	*	18%	*	*	70%	65%
Students with Disabilities	29	721	721	716	*	*	*	*	*	21%	15%
Students without Disabilities	184	768	768	758	*	*	*	*	*	75%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	202	760	760	749	9%	9%	16%	45%	21%	66%	51%
White	159	761	761	756	9%	8%	16%	46%	22%	68%	58%
Hispanic	15	744	744	733	*	*	*	*	*	47%	38%
Black or African American	17	761	761	728	0%	*	*	*	*	65%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	101	773	773	759	*	*	14%	48%	29%	76%	60%
Male	101	747	747	739	*	*	18%	42%	14%	55%	42%
Economically Disadvantaged Students	22	735	735	730	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	180	763	763	758	*	*	*	*	*	69%	59%
Students with Disabilities	32	729	729	707	*	*	*	*	*	41%	15%
Students without Disabilities	170	766	766	756	*	*	*	*	*	71%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	726	726	736	29%	15%	22%	*	*	33%	39%
White	89	731	731	737	26%	15%	19%	*	*	40%	41%
Hispanic	11	707	707	731	*	0%	*	*	*	18%	35%
Black or African American	15	717	717	729	*	*	*	*	*	13%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	44	742	742	745	*	*	*	*	*	50%	48%
Male	79	717	717	728	*	*	*	*	*	24%	31%
Economically Disadvantaged Students	22	725	725	730	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	101	726	726	739	*	*	*	*	*	35%	42%
Students with Disabilities	23	691	691	708	*	*	*	*	*	*	13%
Students without Disabilities	100	734	734	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	123	726	726	738	29%	15%	22%	*	*	33%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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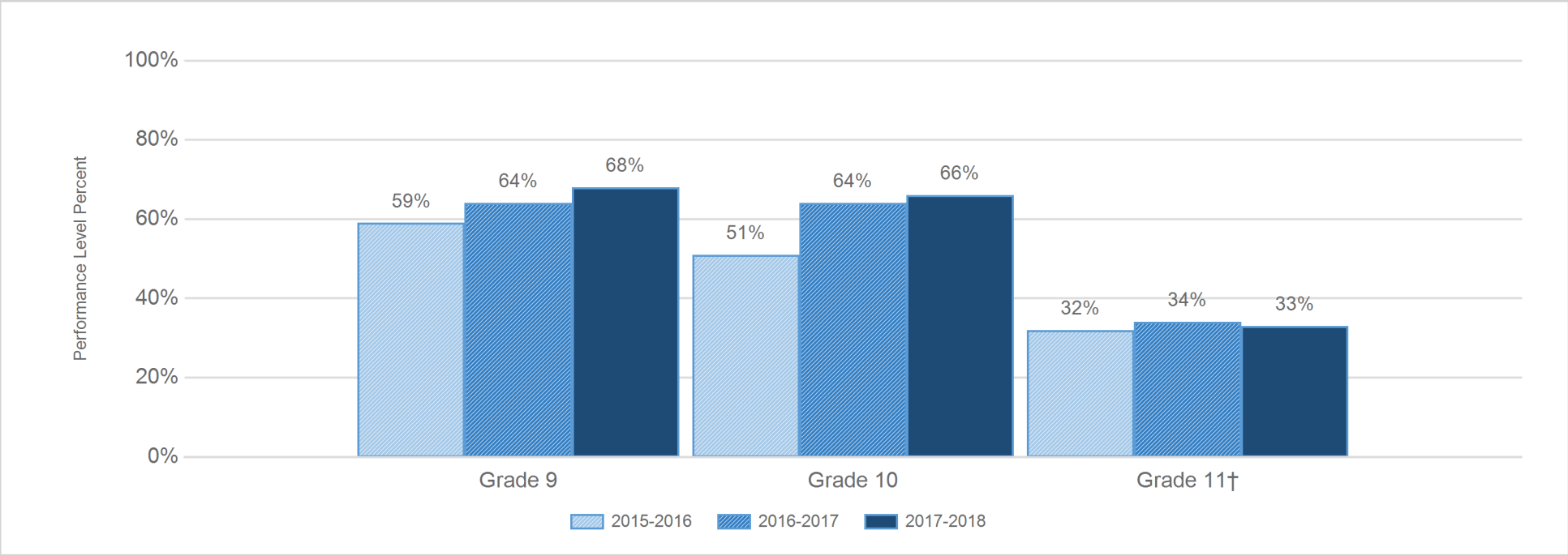
English Language Arts/Literacy Assessment - Performance Trends

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	419	99.8	44.4	49.2	45.0	44.4	39.9	Met Target
White	323	100.0	47.9	53.5	54.1	47.9	42.2	Met Target
Hispanic	28	96.6	21.4	26.1	29.2	21.4	12.8	Met Target
Black or African American	38	100.0	26.3	27.4	23.4	26.3	37.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.6	57.5	77.0	63.6	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	19	100.0	42.1	49.2	53.0	42.1	N	N
Female	200	99.5	44.5	47.9	46.0	44.5		
Male	219	100.0	44.3	50.4	43.9	44.3		
Economically Disadvantaged Students	62	100.0	30.6	34.7	26.6	30.6	25.6	Met Target
Non-Economically Disadvantaged Students	357	99.7	46.8	51.6	55.9	46.8		
Students with Disabilities	66	100.0	*	*	17.1	*	17.4	Not Met
Students without Disabilities	353	99.7	*	*	50.5	*		
English Learners	*	*	*	24.2	24.6	*	**	**
Non-English Learners	*	*	*	49.7	46.9	*		
Homeless Students	10	100.0	30.0	20.8	17.3	30.0		
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 Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	171	743	753	746	6%	18%	34%	43%	0%	43%	46%
White	121	746	758	755	*	*	36%	49%	0%	49%	57%
Hispanic	13	726	726	730	*	*	*	*	*	23%	27%
Black or African American	21	730	*	727	*	*	*	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	753	755	*	*	*	*	*	*	54%
Female	82	743	753	748	*	*	41%	40%	0%	40%	48%
Male	89	742	754	745	*	*	27%	45%	0%	45%	44%
Economically Disadvantaged Students	39	735	*	729	*	*	38%	*	*	26%	25%
Non-Economically Disadvantaged Students	132	745	*	756	*	*	33%	*	*	48%	57%
Students with Disabilities	34	720	*	716	*	*	*	*	*	*	13%
Students without Disabilities	137	748	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	181	739	739	735	6%	28%	32%	*	*	34%	30%
White	143	740	*	740	*	27%	31%	*	*	36%	37%
Hispanic	13	726	726	723	*	*	*	*	*	*	14%
Black or African American	14	738	738	719	*	*	*	*	*	36%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	85	738	*	736	*	31%	33%	*	*	33%	30%
Male	96	739	*	734	*	25%	31%	*	*	35%	29%
Economically Disadvantaged Students	25	728	728	722	*	*	*	*	*	28%	13%
Non-Economically Disadvantaged Students	156	740	*	741	*	*	*	*	*	35%	38%
Students with Disabilities	30	711	*	713	*	*	*	*	*	*	*
Students without Disabilities	151	744	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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CINNAMINSON HIGH SCHOOL
(05-0840-030)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	140	736	736	727	15%	19%	26%	40%	0%	40%	30%
White	110	741	741	733	11%	15%	29%	45%	0%	45%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	14	705	705	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	68	742	742	728	*	*	28%	44%	0%	44%	30%
Male	72	730	730	727	*	*	24%	36%	0%	36%	30%
Economically Disadvantaged Students	12	717	717	709	*	*	*	*	*	17%	13%
Non-Economically Disadvantaged Students	128	738	738	736	*	*	*	*	*	42%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	140	736	736	729	15%	19%	26%	40%	0%	40%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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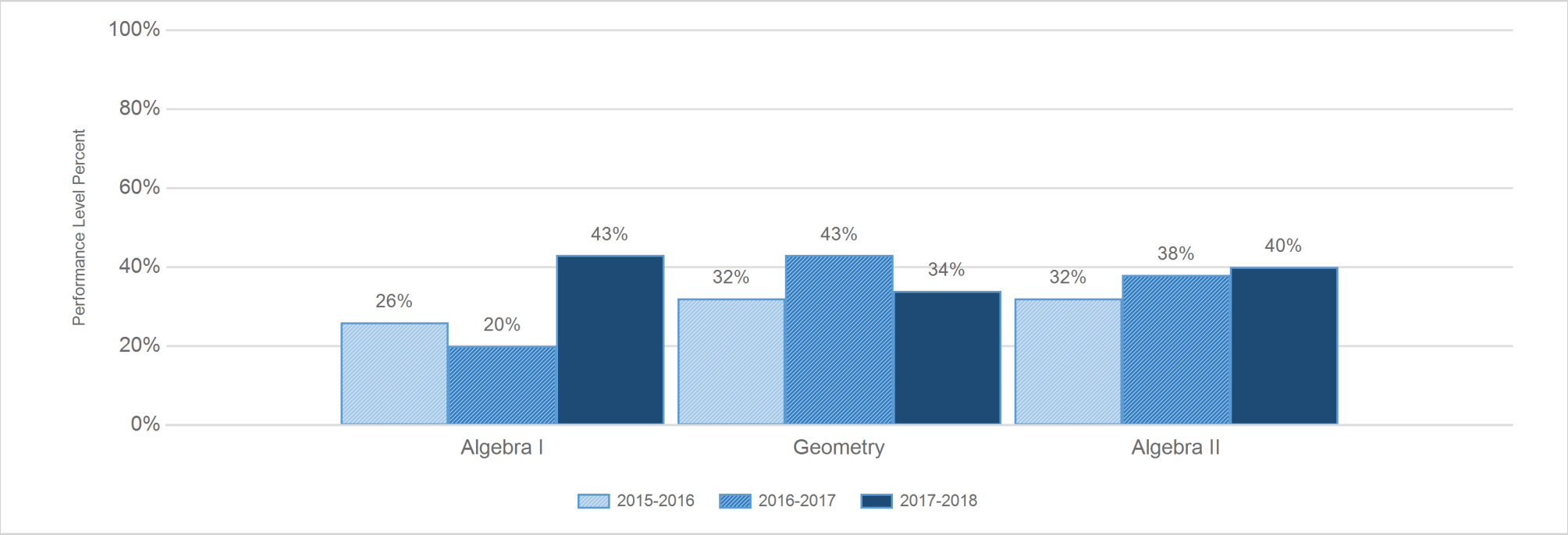
Mathematics Assessment – Performance Trends

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
9	*	*
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	*	*	*
5 or more	N	N	N

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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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	93.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	73.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	24.2%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	508	478	Grade 10: 430 Grade 11: 460	75%	62%
PSAT 10/NMSQT - Math	493	478	Grade 10: 480 Grade 11: 510	48%	42%
SAT - Reading and Writing	575	542	480	88%	72%
SAT - Math	570	543	530	69%	54%
ACT - Reading	25	24	22	70%	62%
ACT - English	24	24	18	90%	78%
ACT - Math	25	24	22	70%	62%
ACT - Science	24	23	23	66%	53%

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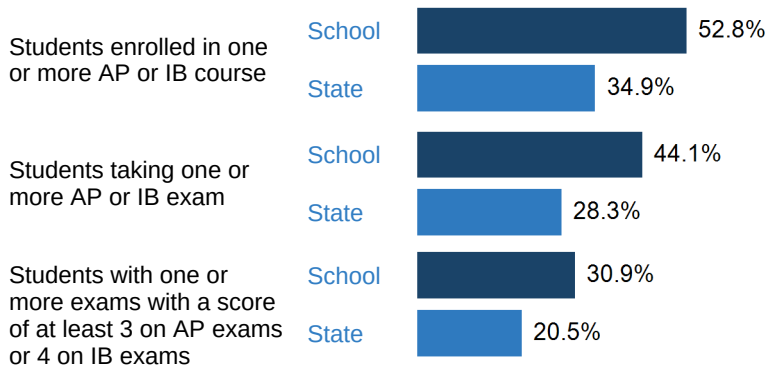
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

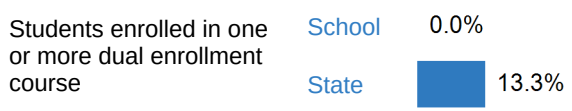
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	35	22
AP Calculus AB	47	43
AP Calculus BC	1	3
AP Chemistry	22	20
AP English Language and Composition	44	44
AP English Literature and Composition	60	40
AP Environmental Science	43	37
AP European History	15	11
AP French Language and Culture	12	2
AP Music Theory	1	0
AP Physics 1	20	16
AP Physics C	10	0
AP Physics C: Mechanics	0	5
AP Psychology	29	24
AP Spanish Language	19	14
AP Statistics	39	29

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	83	75
Total Exams taken		385
Exams with scores of at least 3 on AP exams or 4 on IB exams		219

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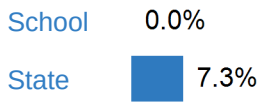
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

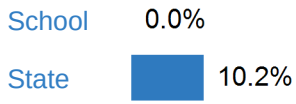
Career and Technical Education Participation

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

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



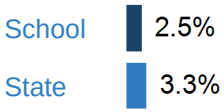
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	158	52	0	0	0	0	8
10	4	140	73	0	0	0	8
11	2	2	78	63	1	6	34
12	0	0	8	30	54	81	33
Total	164	194	159	93	55	87	83
Enrolled in AP/IB Course					48	39	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	86	0	0	127	1	5
10	131	71	0	1	0	3
11	9	127	0	22	20	15
12	31	11	0	21	29	58
Total	257	209	0	171	50	81
Enrolled in AP/IB Course	35	22		43	30	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	211	0	0	0	7	7
10	3	197	13	22	10	7
11	3	174	24	22	15	4
12	0	9	15	70	48	69
Total	217	380	52	114	80	87
Enrolled in AP/IB Course	0	83	0	29		15
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	122	82	0	0	0	0	0
10	118	71	0	0	0	0	0
11	58	44	0	0	0	0	0
12	49	19	0	0	0	0	0
Total	347	216	0	0	0	0	0
Enrolled in AP/IB Course	19	12	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	123	108	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	17
Total	17

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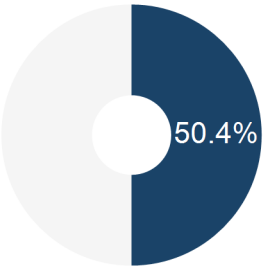
Visual and Performing Arts – Course Participation

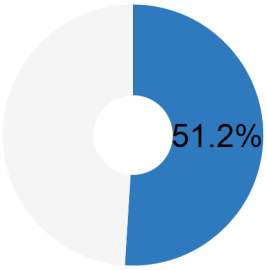
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

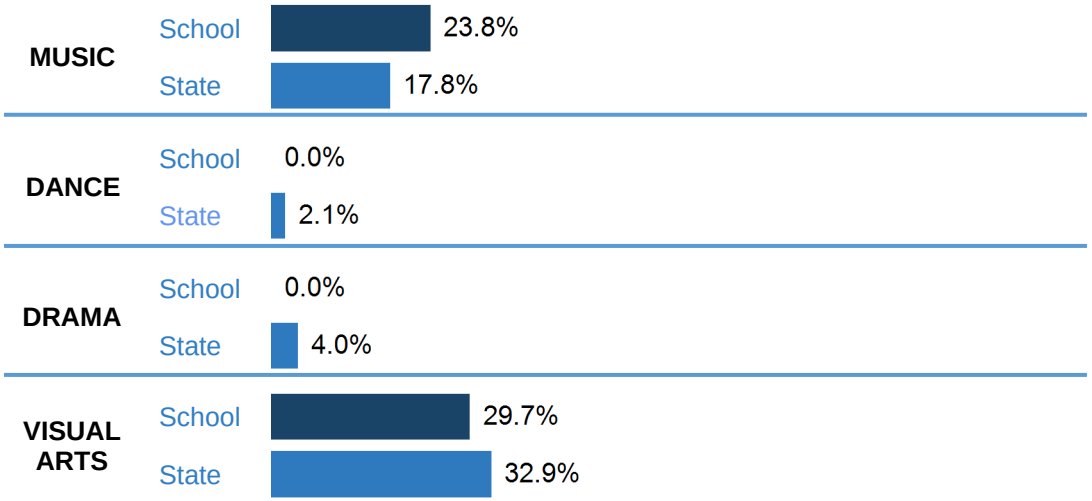


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.2%	90.9%	96.6%	92.4%	95.2%	N	Met Goal	96.9%	N	Met Goal
White	97.2%	95.0%	97.5%	95.7%	96.9%	N	Met Goal	96.7%	N	Met Goal
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	100.0%	84.2%	91.7%	86.8%	87.5%	95.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	84.6%	91.2%	87.0%	88.2%	N	N	100.0%	**	**
Students with Disabilities	88.4%	80.1%	100.0%	83.5%	97.0%	N	Met Goal	88.9%	95.0%	Not Met
English Learners	N	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	59.6%	58.2%
Substitute Competency Test	35.1%	36.1%
Portfolio Appeals Process	0.0%	0.5%
Alternate Requirements specified in IEP	4.3%	4.3%
Unknown	1.0%	1.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	97.2%	-
2017	95.2%	96.6%
2016	96.4%	96.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.5%	1.2%

NJ SCHOOL PERFORMANCE REPORT

CINNAMINSON HIGH SCHOOL
(05-0840-030)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	77.7%	24.8%	75.2%
White	79.6%	23.3%	76.7%
Hispanic	50%	50%	50%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	45.8%	45.5%	54.5%
Students with Disabilities	51.6%	56.3%	43.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	87.3%	37.8%	62.2%	73.3%	26.7%	64%	36%
White	87.9%	36.2%	63.8%	73.2%	26.8%	61.6%	38.4%
Hispanic	*	*	*	*	*	*	*
Black or African American	85%	41.2%	58.8%	64.7%	35.3%	64.7%	35.3%
Asian, Native Hawaiian, or Pacific Islander	100%	40%	60%	90%	10%	80%	20%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65.2%	53.3%	46.7%	80%	20%	93.3%	6.7%
Students with Disabilities	71%	100%	0%	95.5%	4.5%	90.9%	9.1%
English Learners	N	N	N	N	N	N	N

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

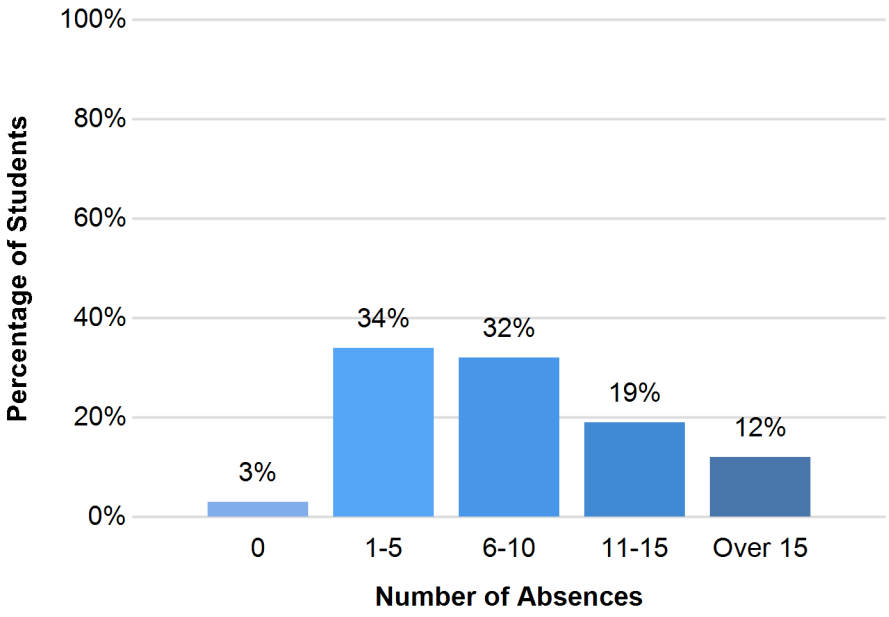
Chronic Absenteeism

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	79	9.7	14.9	Met
White	63	9.8	14.9	Met
Hispanic	5	10.4	14.9	Met
Black or African American	7	10.8	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	1	3.8	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	10.0	14.9	Met
Economically Disadvantaged Students	22	19.0	14.9	Not Met
Students with Disabilities	23	18.1	14.9	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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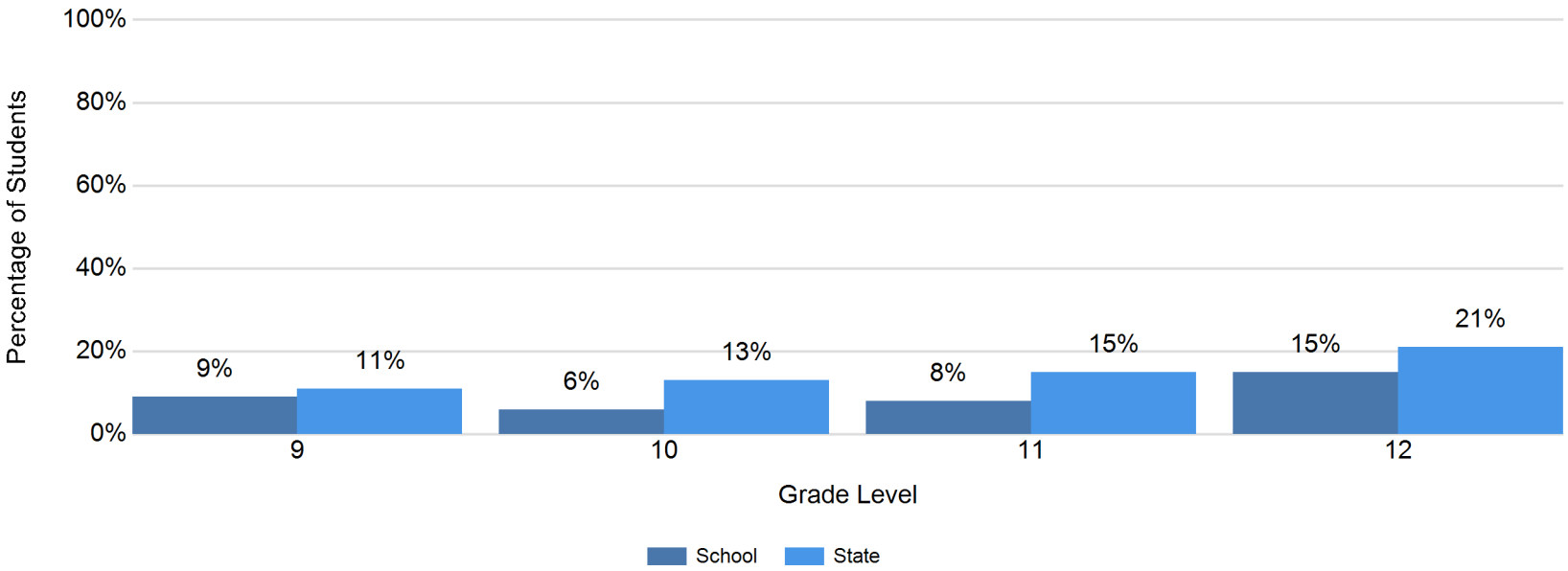
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.36

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	3		3

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	76	9.4%
Out-of-School Suspensions	29	3.6%
Any Suspension	81	10.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
107

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School Day

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

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	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	1.7:1

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	76	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	75.0%	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	81:1	109:1
Teachers to Administrators	8:1	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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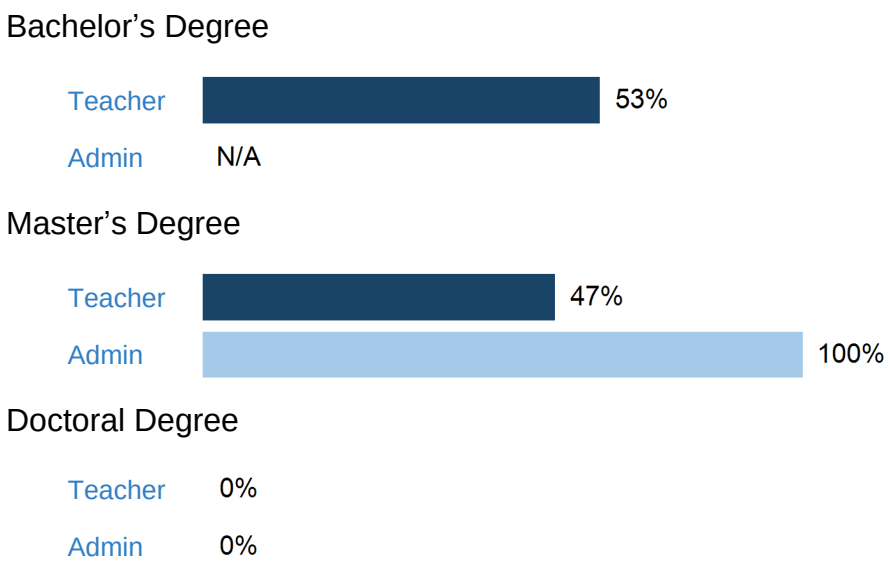
Teachers and Administrators - Level of Education

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	97.4%

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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	59.2%	40.0%
Male	40.8%	60.0%
White	96.1%	100.0%
Hispanic	0.0%	0.0%
Black or African American	2.6%	0.0%
Asian	1.3%	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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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	77.08	17.5%
Mathematics Proficiency	68.77	17.5%
Graduation Rate - 4-Year	68.77	25.0%
Graduation Rate - 5-Year	72.41	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	59.77	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	69.78	n/a
Summative Rating: Percentile Rank of Summative Score	74.79	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	64.30	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	80.55	8.94	No	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	70.26	8.94	No	Met Target	Met Target	N	**	n/a	Not Met	No
Students with Disabilities	73.68	8.94	No	Met Target	Not Met	Met Goal	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• In May of 2018, with an enrollment of less than 800 students, 390 Advanced Placement exams were administered. • CHS 10th graders had the highest passing rate in the county on the PARCC ELA. Our ninth graders were third in the county in the same category. • CHS recently added a STEM lab and Engineering program to its Technology Curriculum.
Mission, Vision, Theme:	Our mission is to educate and to assist students' development into self-motivated, multi-faceted and physically fit individuals who are productive, responsible citizens. It is expected that students will achieve at all grade levels. Students will gain an appreciation of knowledge, a desire to learn, and a respect for themselves and others. In partnership with family and community, we will foster achievement and model excellence and responsible behavior. Commitment, Honor, Spirit: Pirate Pride.
Awards, Recognition, Accomplishments:	CHS excels academically on various assessments. Last year, our tenth grade students had the highest passing rate in the county on the ELA PARCC. We have a long history of success on standardized tests including several perfect scores on SAT, subject tests and the ACT. We frequently have commended scholars in the National Merit Scholarship Program. We administered 390 AP exams last year and were recognized for distinction five years in a row. We are one of very few schools in the county who offered the State Seal of Biliteracy exam. Our graduation rate at 97.2% is one of the highest in the state.

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Courses, Curriculum, Instruction:	Students have the opportunity to complete four-year programs in English, Mathematics, Social Studies, Science and World Languages. The high school program of studies offers 16 Advanced Placement courses, 18 Honors courses, and an extensive college preparatory program. Furthermore, the College Accelerated Program (CAP), offered in conjunction with Rowan College at Burlington County, provides students with the opportunity to earn college credits with the successful completion of approved courses.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Coed), Volleyball (Boys & Girls), Wrestling (Boys) In, 2017 - 18, CHS won 12 league titles, one sectional title and four individual Group II State Championships and one individual Meet of Champions championship. Additionally, the marching band earned a state title for the first time in eleven years. We have athletes competing in the following sports: Fall - Cheerleading (Co-ed); Cross Country (Boys); Field Hockey (Girls); Football; Soccer (Boys); Soccer (Girls); Tennis (Girls); Volleyball (Girls); Winter - Bowling (Boys); Bowling (Girls);Cheerleading (Co-ed); Basketball (Boys); Basketball (Girls); Swimming (Co-ed); Track (Co-ed); Wrestling; Spring - Baseball (Boys); Golf (Co-ed); Lacrosse (Girls); Lacrosse (Boys); Softball (Girls); Tennis (Boys); Track (Boys); Track (Girls); Volleyball (Boys)
Clubs and Activities:	CHS has a comprehensive set of activities available to students to compliment our academic and athletic options. They include: Student Government and Student Council, Adventure Fitness Club, Amaranth, Battle of the Books, Buccaneer (Yearbook), Chamber Choir, Chamber Ensemble, Color Guard, Concert Band, Concert Choir, Community Arts, Dance Club, Debate Club, Distributive Education Clubs of Am. (DECA), Drama Club, E-Sports, Future Educators of America, French Club, Gay and Straight Alliance, Girls Who Code, Global Economic Forum, Homecoming Committee, International Student Summit, Interact Club, Jazz Band, Marching Band, Math League, Mock Trial, Multicultural Club, National Honor Society, Percussion Ensemble, Physics Olympics, Pit Orchestra, Play Unified, Prom Committee, Robotics, Science League, S.A.D.D., The Ship's Log (school newspaper), Stage Crew, S.T.O.P., String Ensemble/Orchestra.

NJ SCHOOL PERFORMANCE REPORT

CINNAMINSON HIGH SCHOOL
(05-0840-030)
Grades Offered: 09-12
2017-2018

Report Key:
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School Narrative

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Before and After School Programs:	The National Honor Society provides after-school tutoring for CHS students.
Staff and Professional Learning:	CHS offers in-district professional development (PD) opportunities during numerous inservice days. Staff are always encouraged to pursue outside PD from private providers and various county/state consortiums. Many departments have established PLC clusters of teachers who work in common areas of the curriculum. Furthermore, through our participation in the Middle States accreditation process, we developed a school-wide improvement plan and collaborate to evaluate our progress towards our goals.
Postsecondary Information:	From the graduating class of 2018: 62% went to a four-year school, 25% went to a two-year school, 2% post-grad, 1% pursued an apprenticeship, 2% joined the military and 7% joined the workforce. Naviance, Financial Aid Night, College Application Night and Assembly, College Rep visits and info sessions for local colleges all support students in applying for college or financial aid. CHS supports students taking college entrance exams by providing the PSAT to all 10th and 11th grade students during school and at no cost to the student, fee waivers and free practice sessions through various testing programs.

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Student Supports and Services:	NHS hosts a tutoring program for groups and private tutoring. Students who are experiencing difficulties can be referred to the I&RS team who meet regularly to assist students. Students are then assigned a mentor teacher to help guide them. In addition, CHS has a strong Special Education program to provide support for students with disabilities. Our Life Skills program partners with the Special Olympics and participates in the unified club and sports.
Student Health and Wellness:	Our CHS Pride day allows student to bond together through physical activity and celebrate the accomplishments of the year. Our Interact club participates in many school-based volunteer opportunities to help the needy. During the school day, all of our students participate in health or physical education classes for 164 minutes a week. We also have a newly renovated weight-room available to students during and after the school day.
Parent and Community Involvement:	The CHS parent group is represented by the CHS Home and School Association. The CHS HSA meets once/month and all parents are invited. The principal also attends the meetings. There are subgroups within the organization that meet additional times as needed to complete a myriad of tasks. One of the primary functions of the HSA is to fundraise for various student events. One of the largest of those events is Project Graduation. It provides a safe, drug and alcohol free event for the graduates.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students There are two climate school climate surveys administered at Cinnaminson High School. The first is administered in September. The School Safety & Climate team uses those results to drive our character education programming and HIB training for the year. The second survey is administered in June. Those results are analyzed over the summer and factored in to the planning for the Week of Respect and School Violence Awareness week
Facilities:	Originally built in 1964, CHS is over 50 years old. The high school recently completed a 40 million dollar construction project renovating the entire building and adding a second floor, air conditioning, science labs and a new gym. Since then we have remodeled the culinary arts room, the lockers and exterior finishes on the building along with the renovation to a science classroom to be equipped to house the district's new technology engineering and design program.
School Safety:	CHS employs a full-time Class 3 Resource Officer. We recently added several security features, including a secure vestibule, Lobby Guard system, which visitors are required to use upon entry into the building. All classroom doors are protected by a Columbine lock. In addition, most of the school's common areas are covered by security cameras.

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Technology and STEM:	CHS has a full complement of technology courses starting with an introductory computer usage course and culminating in AP Programming. Students can participate in a Television production course, that will include student created broadcasts in 2019. New in 2018, we have a dedicated STEM lab to house our newly created Intro to Engineering course. We have a second Engineering course and a robotics course offered through our science curriculum. We have several extra-curricular STEM and technology activities available through the Robotics Club, Girls Who Code Club, Physics Olympics, and Advanced TV.

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Other Information:	CHS is fully accredited by the Middle States Association and its Commission on Secondary Schools. Our ongoing Accreditation process will continue through 2019 as we pursue our goals. This strategic plan ensures that our students are well-prepared to compete and contribute to our ever-evolving global society. Whether college or career-bound, students are encouraged to schedule electives in Art, Music, Business and Technology, and Social Science. We offer co-operative career programs in business and marketing. Additionally, we offer electives in life skills to prepare students for the rigors of our 21st century world. To meet the needs of our students there are five computer labs, three laptop carts and four Chromebook carts availabe for students' use. Our staff is educated and skilled in Google Classroom. We also offer excellent co-curricular opportunities in music theater, jounalism, and television production. There are more than 40 clubs for students to join as well as a complete athletic program for boys and girls. More than half of our students participate in these programs. CHS facilitates several programs throughout the year to promote student and staff morale and good character. These include the Pirate Pride program, Winner's Circle, Student of the Month, Athlete of the Month, Golden Apple, Teacher of the Year, and the Acheivement Award. Through our counselors and guidance department, CHS conducts several programs throughout the year to promote good decision making and address at-risk behaviors. Cinnaminson School District and CHS enjoy an outstanding reputation in the educational community. Our district continues to experience steady growth from families who relocate to Cinnaminson for the educational opportunities our schools provide.