

OVERVIEW

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

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

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

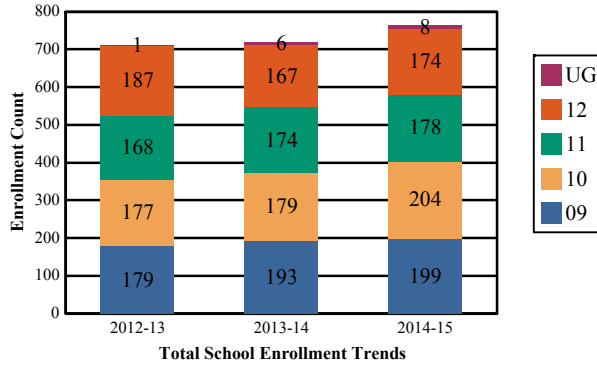
BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

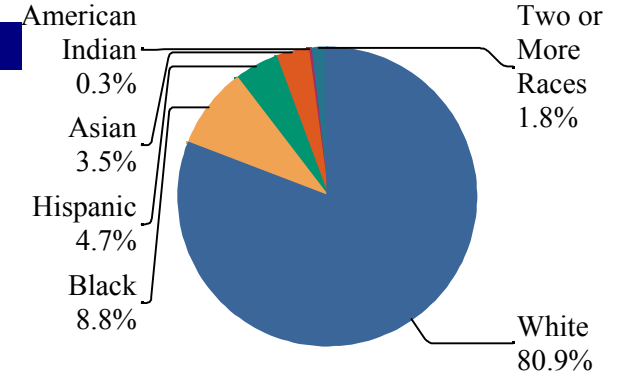
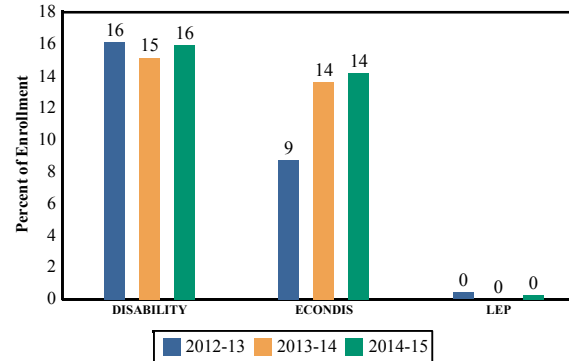
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

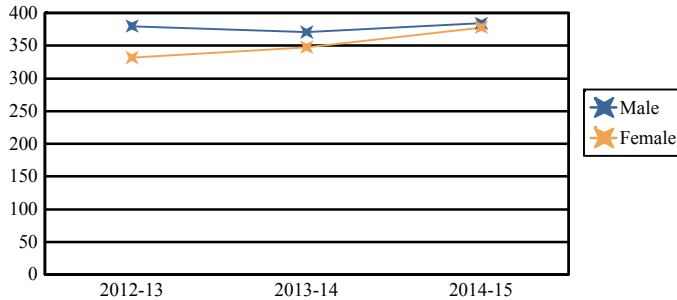


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	712
2013-14	719
2014-15	763

**Enrollment by Gender**

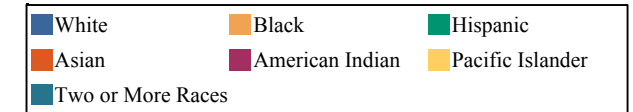
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	380	332
2013-14	371	348
2014-15	385	378

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	122	16%
Economically Disadvantaged Students	108	14.2%
English Language Learners	2	0.3%



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	96.8%
Spanish	0.8%
Turkish	0.5%
Arabic	0.4%
Portuguese	0.3%
Polish	0.3%
Other	0.9%



**State of New Jersey  
2014-15**

05-0840-030

**CINNAMINSON HIGH SCHOOL  
1197 RIVERTON ROAD  
CINNAMINSON, NJ 08077**

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 09-12**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>49%</b>	<b>90</b>	<b>72</b>
Math Met or Exceeded Expectation	<b>28%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	276	48.9%	95%	71.4%	<b>NO</b>
White	230	50.8%	95%	71.9%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	55	12.7%	95%	74.7%	<b>NO</b>
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	39	41%	95%	67.2%	<b>NO</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	272	27.6%	95%	70.8%	NO
White	227	27.7%	95%	71.5%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	39	20.5%	95%	67.7%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

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**Proficiency Outcomes - Biology**

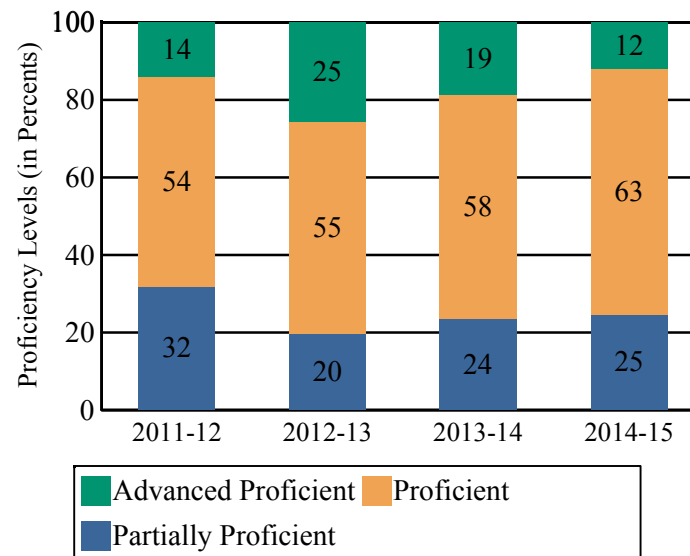
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	12%	63%	25%
White	15%	65%	20%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	23%	77%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



**ACADEMIC ACHIEVEMENT**

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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**CINNAMINSON HIGH SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	146	749	739	18%	8%	23%	34%	17%	51%	41%
White	127	751	746	17%	6%	24%	35%	18%	53%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	28	704	706	61%	14%	11%	14%	0%	14%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	19	736	724	26%	21%	5%	37%	11%	47%	24%

**ACADEMIC ACHIEVEMENT**

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**CINNAMINSON HIGH SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	745	735	14%	14%	25%	38%	8%	47%	38%
White	103	748	741	11%	14%	27%	39%	10%	49%	43%
African American	11	726	717	27%	9%	36%	27%	0%	27%	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	27	706	698	44%	22%	22%	11%	0%	11%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	20	721	718	30%	10%	25%	35%	0%	35%	23%

**ACADEMIC ACHIEVEMENT**

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**CINNAMINSON HIGH SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	749	741	18%	6%	15%	50%	11%	61%	42%
White	66	757	745	11%	8%	14%	55%	14%	68%	46%
African American	12	730	727	42%	0%	17%	33%	8%	42%	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	22	703	712	55%	18%	9%	14%	5%	18%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

**ACADEMIC ACHIEVEMENT**  
BURLINGTON  
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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	131	719	740	24%	32%	32%	12%	0%	12%	40%
White	105	723	746	19%	29%	38%	14%	0%	14%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	23	715	725	26%	43%	13%	17%	0%	17%	21%

**ACADEMIC ACHIEVEMENT**

BURLINGTON  
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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	736	728	6%	34%	26%	29%	5%	34%	21%
White	102	737	731	7%	32%	26%	28%	6%	34%	24%
African American	13	729	716	0%	54%	23%	23%	0%	23%	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	17	726	718	0%	59%	18%	24%	0%	24%	8%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	730	721	16%	31%	28%	25%	0%	25%	24%
White	65	730	725	17%	29%	29%	25%	0%	25%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 09-12**

**CINNAMINSON HIGH SCHOOL  
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	<b>84%</b>	<b>84</b>	<b>52</b>	<b>80%</b>	<b>YES</b>
Percent of Students Participating in PSAT or PLAN	<b>93%</b>	<b>68</b>	<b>61</b>	<b>60%</b>	<b>YES</b>
Percent of Students Scoring Above 1550 on SAT	<b>57%</b>	<b>87</b>	<b>77</b>	<b>40%</b>	<b>YES</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	<b>27%</b>	<b>71</b>	<b>65</b>	<b>35%</b>	<b>NO</b>
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	<b>61%</b>	<b>16</b>	<b>46</b>	<b>75%</b>	<b>NO</b>
<b>Summary</b>		<b>65</b>	<b>60</b>		<b>60%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	81.3%	78.3%	79.1%
Participating in ACT	28.8%		25.2%
Participating in PSAT or PLAN	93.2%	79.5%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	43.8%	38.2%	36.3%
One or More Test	30.4%	28.3%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	27.0%	23.3%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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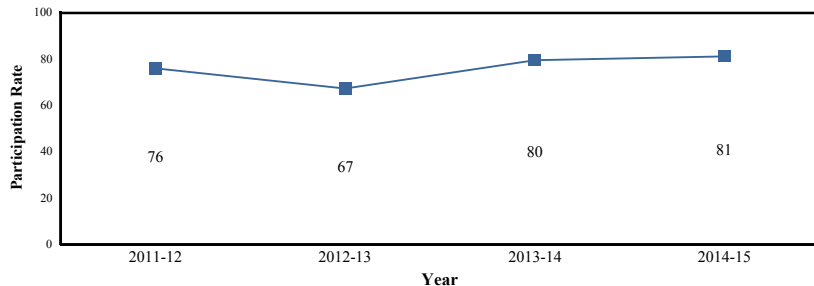
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	58.9%	75.9%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	61.1%	74.6%	69.7%

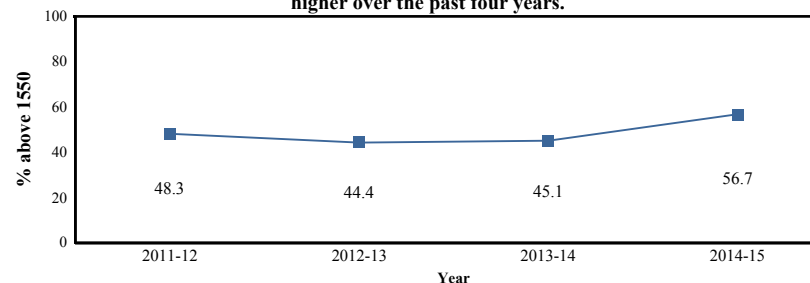
**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	56.7%	48.8%	43.8%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,567	1,555	1,508
Critical Reading	521	511	496
Mathematics	531	533	518
Writing	515	510	494

**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	580	590	570
50th Percentile	520	540	520
25th Percentile	450	470	450

**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	60	42
AP Statistics	46	26
AP English Literature and Composition	42	28
AP Biology	20	16
AP Spanish Language	18	4
AP Psychology	18	11
AP Chemistry	15	14
AP European History	14	7
AP Environmental Science	12	3
AP Physics C: Mechanics	7	5
AP Music Theory	6	
AP Physics 1		18
AP Calculus AB		16
AP Physics C: Electricity and Magnetism		6

**COLLEGE AND CAREER READINESS**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	23.1%	17.8%
Visual Arts	28.2%	31.7%
<b>Total: All Visual and Performing Arts</b>	47.7%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	7.7%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 09-12**

**CINNAMINSON HIGH SCHOOL  
1197 RIVERTON ROAD  
CINNAMINSON, NJ 08077**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
<b>Overall Graduation Rate</b>	<b>96%</b>	<b>84</b>	<b>70</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.1%</b>	<b>94</b>	<b>78</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>89</b>	<b>74</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	96%	78%
White	98%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	-	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

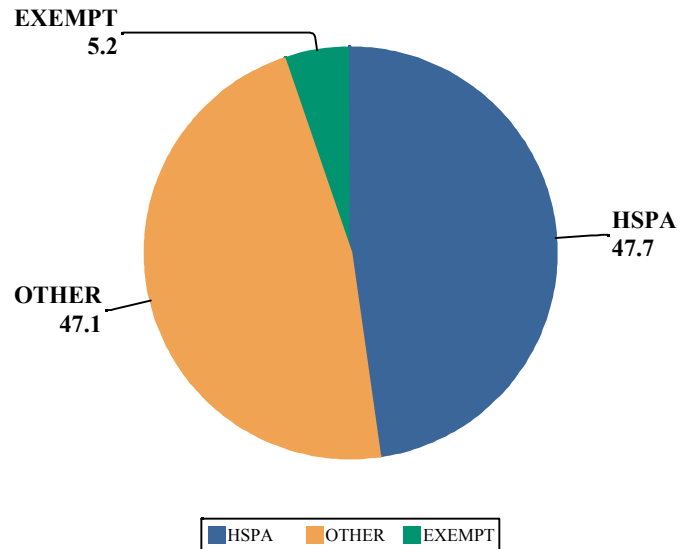
	School	State Target
<b>Schoolwide</b>	.1%	2%
White	0%	
African American	1.5%	
Hispanic	0%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	.9%	

**GRADUATION AND POSTSECONDARY**  
BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	97%	97%
2013	98%	99%
2014	98%	98%
2015	96%	

**GRADUATION AND POSTSECONDARY**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	80%	39.1%	60.9%
White	80.7%	40.7%	59.3%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	53.8%	52.4%	47.6%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**  
BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	780	766
50th	751	739
25th	722	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	768	821
75th	740	762
50th	721	735
25th	701	711
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	771	766
50th	747	733
25th	721	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	779	768
50th	758	740
25th	730	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	793
75th	754	747
50th	731	726
25th	716	710
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	813
75th	749	748
50th	726	718
25th	711	692
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	56

**SCHOOL CLIMATE**

BURLINGTON  
CINNAMINSON TWP

**Length of School Day**

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

	School
2014-15	6 Hrs. 36 Mins.

**Student Suspension Rate**

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

	School
2014-15	13.8%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 13 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	254

**SCHOOL PEER GROUP**

**BURLINGTON  
CINNAMINSON TWP**

**CINNAMINSON HIGH SCHOOL  
1197 RIVERTON ROAD  
CINNAMINSON, NJ 08077**

**GRADE SPAN 09-12**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
<b>BURLINGTON</b>	<b>CINNAMINSON TWP</b>	<b>CINNAMINSON HIGH SCHOOL</b>	<b>05-0840-030</b>	<b>09-12</b>	<b>14.2%</b>	<b>0.3%</b>	<b>15.7%</b>
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	LENAPE REGIONAL	SENECA HIGH SCHOOL	05-2610-070	09-12	12.9%	0.2%	12.9%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL EAST	07-0800-030	09-12	13.2%	0.6%	12.3%
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CAMDEN	HADDON HEIGHTS BORO	HADDON HEIGHTS JR-SR HS	07-1880-050	07-12	19%	0.1%	12.2%
CAPE MAY	OCEAN CITY	OCEAN CITY HIGH SCHOOL	09-3780-050	09-12	18.1%	0.1%	11%
GLOUCESTER	CLEARVIEW REGIONAL	CLEARVIEW REGIONAL HIGH SCHOOL	15-0870-020	09-12	12.4%	0.4%	11.1%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL HIGH SCHOOL	15-2440-050	09-12	12.8%	0.2%	14.6%
GLOUCESTER	PITMAN BORO	PITMAN HIGH SCHOOL	15-4140-050	09-12	15.5%	0%	16%
GLOUCESTER	WASHINGTON TWP	WASHINGTON TOWNSHIP HIGH SCHOOL	15-5500-010	09-12	17.1%	0%	14.5%
MERCER	HAMILTON TWP	HAMILTON EAST - STEINERT	21-1950-050	09-12	12.7%	0.5%	12.8%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MIDDLESEX	SOUTH BRUNSWICK TWP	SOUTH BRUNSWICK HIGH SCHOOL	23-4860-050	09-12	10.8%	0.5%	10.2%
MIDDLESEX	SPOTSWOOD BORO	SPOTSWOOD HIGH SCHOOL	23-4970-040	09-12	15.1%	0.1%	9.8%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP HIGH SCHOOL	27-2380-020	09-12	11.8%	0.3%	14.6%

**SCHOOL PEER GROUP**

**BURLINGTON  
CINNAMINSON TWP**

**CINNAMINSON HIGH SCHOOL  
1197 RIVERTON ROAD  
CINNAMINSON, NJ 08077**

**GRADE SPAN 09-12**

MORRIS	MOUNT OLIVE TWP	<b>MOUNT OLIVE HIGH SCHOOL</b>	27-3450-010	09-12	11.9%	0.5%	16.5%	
MORRIS	ROXBURY TWP	<b>ROXBURY HIGH SCHOOL DISTRICT</b>	27-4560-050	09-12	12.9%	0.6%	13.9%	
OCEAN	POINT PLEASANT BEACH BORO	<b>POINT PLEASANT BEACH HIGH SCHOOL</b>	29-4220-050	09-12	12.1%	0.4%	11.9%	
PASSAIC	WEST MILFORD TWP	<b>WEST MILFORD HIGH SCHOOL</b>	31-5650-040	09-12	12.4%	0.1%	20.8%	
SUSSEX	HIGH POINT REGIONAL	<b>HIGH POINT REGIONAL HIGH SCHOOL</b>	37-2165-030	09-12	13.9%	0.5%	16%	
SUSSEX	KITTATINNY REGIONAL	<b>KITTATINNY HIGH SCHOOL DISTRICT</b>	37-2465-050	07-12	13%	0%	14.7%	
SUSSEX	VERNON TWP	<b>VERNON TOWNSHIP HIGH SCHOOL</b>	37-5360-020	09-12	14.7%	0.1%	14.7%	
SUSSEX	WALLKILL VALLEY REGIONAL	<b>WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT</b>	37-5435-060	09-12	17.9%	0%	20.3%	
WARREN	BELVIDERE TOWN	<b>BELVIDERE HIGH SCHOOL</b>	41-0280-020	09-12	14.4%	0%	13.7%	

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

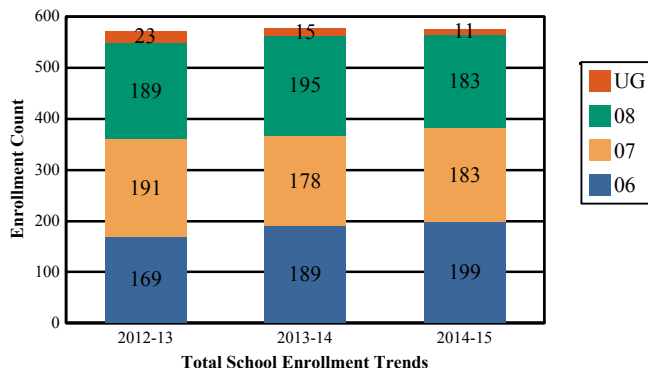
**DEMOGRAPHIC INFORMATION**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 06-08

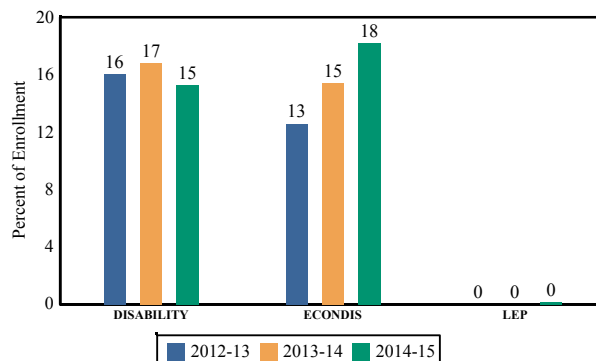
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



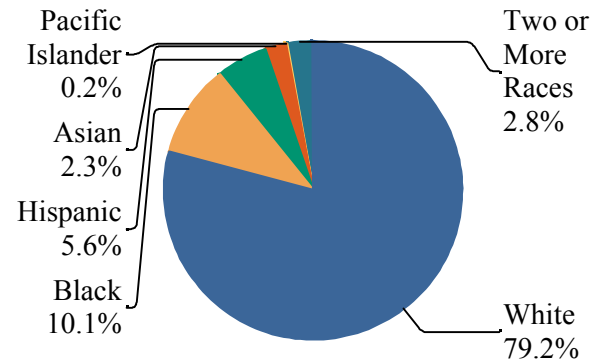
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

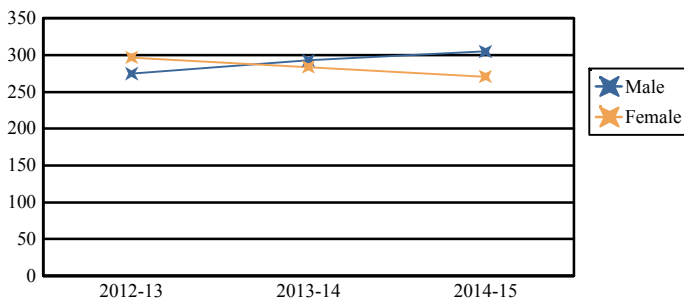


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	572
2013-14	577
2014-15	576

**Enrollment by Gender**

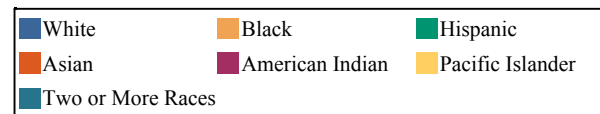
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	275	297
2013-14	293	284
2014-15	305	271

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	88	15%
Economically Disadvantaged Students	105	18.2%
English Language Learners	1	0.2%



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	96.4%
Turkish	1.2%
Portuguese	0.5%
Yoruba	0.3%
Spanish	0.3%
Arabic	0.3%
Other	0.9%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>48%</b>	<b>26</b>	<b>50</b>
Math Met or Exceeded Expectation	<b>37%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	465	48.4%	95%	83.4%	<b>NO</b>
White	369	49.9%	95%	82.1%	<b>NO</b>
African American	46	28.2%	95%	94.9%	<b>YES</b>
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	71	15.5%	95%	78.7%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	65	36.9%	95%	86.2%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	465	37%	95%	83.5%	NO
White	369	39.3%	95%	82.1%	NO
African American	46	15.2%	95%	94.9%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	71	12.7%	95%	78.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	65	16.9%	95%	86.4%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

<b>Five Performance Levels</b>				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	747	749	3%	17%	34%	40%	6%	46%	50%
White	128	747	755	3%	15%	35%	42%	5%	47%	59%
African American	16	739	732	6%	25%	44%	13%	13%	25%	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	22	723	718	9%	50%	27%	9%	5%	14%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	747	733	0%	15%	41%	41%	4%	44%	30%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	147	749	750	12%	14%	22%	31%	22%	52%	53%
White	123	747	757	13%	11%	24%	32%	20%	52%	61%
African American	13	733	730	8%	46%	15%	31%	0%	31%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	22	720	713	23%	32%	23%	23%	0%	23%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	736	733	16%	26%	26%	26%	5%	32%	33%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	155	748	750	12%	17%	24%	35%	12%	47%	53%
White	118	753	757	8%	17%	24%	36%	14%	51%	61%
African American	17	728	730	24%	18%	29%	29%	0%	29%	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	27	714	713	33%	33%	22%	7%	4%	11%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	19	725	732	21%	21%	26%	32%	0%	32%	34%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	745	743	2%	13%	41%	40%	2%	43%	42%
White	128	747	749	2%	11%	42%	42%	3%	45%	50%
African American	16	730	726	13%	31%	25%	31%	0%	31%	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	22	728	718	14%	14%	50%	23%	0%	23%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	27	739	729	4%	19%	52%	26%	0%	26%	23%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	147	737	740	10%	21%	34%	35%	0%	35%	38%
White	123	736	745	11%	20%	34%	34%	0%	34%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	22	717	715	27%	36%	23%	14%	0%	14%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	730	728	11%	37%	37%	16%	0%	16%	21%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	720	726	21%	33%	33%	13%	0%	13%	24%
White	76	723	732	18%	30%	36%	16%	0%	16%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	768	740	0%	7%	13%	78%	2%	80%	40%
White	41	767	746	0%	7%	15%	76%	2%	78%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

<b>Subject</b>	<b>Grade</b>	<b>State/Nation</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Reading</b>	<b>Grade 4</b>	State (NJ)	25	33	31	12
	<b>Grade 4</b>	Nation	31	33	27	9
	<b>Grade 8</b>	State (NJ)	20	39	35	6
	<b>Grade 8</b>	Nation	24	42	31	4
<b>Math</b>	<b>Grade 4</b>	State (NJ)	14	39	38	9
	<b>Grade 4</b>	Nation	18	42	33	7
	<b>Grade 8</b>	State (NJ)	21	32	30	16
	<b>Grade 8</b>	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**NJASK Results - Science Grade Level - 08**

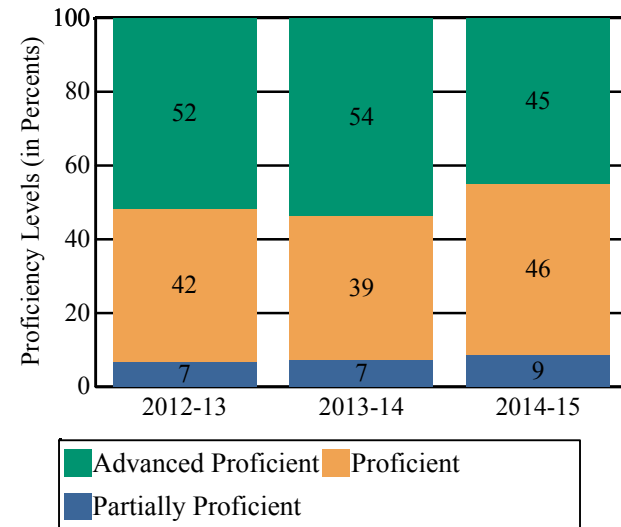
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	45%	46%	9%
White	52%	42%	6%
African American	18%	71%	12%
Hispanic	15%	54%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	17%	43%	40%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	82%	14%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 06-08

CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
49	45

**Algebra I Test Taking**

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
93.9%	80.0%

- Data Suppressed to protect the confidentiality of students

**COLLEGE AND CAREER READINESS**

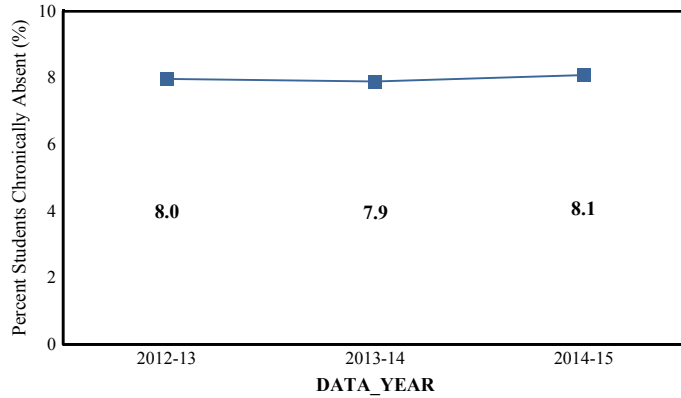
BURLINGTON  
CINNAMINSON TWP

CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077

GRADE SPAN 06-08

**Chronic Absenteeism Trend**

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

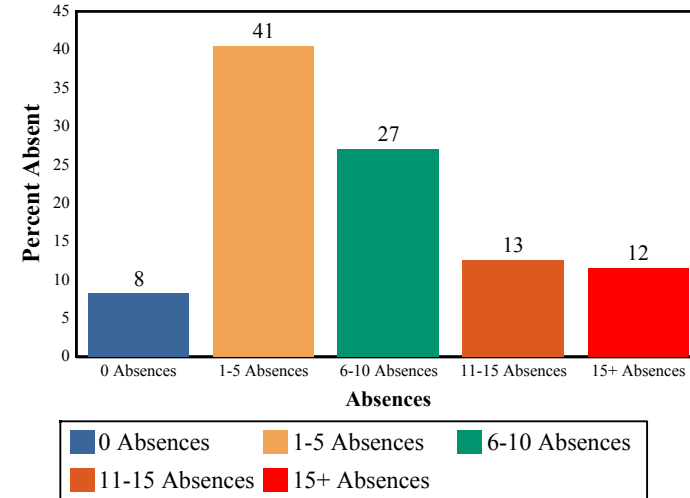


**Chronic Absenteeism for 2014-15**

**8.10%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**COLLEGE AND CAREER READINESS**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 06-08

CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	73.3%	66.0%
Visual Arts	88.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	93.8%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**BURLINGTON  
CINNAMINSON TWP**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**GRADE SPAN 06-08**

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	36	20	13	35	YES
Student Growth on Math	37	30	18	35	YES
		25	16		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	0%	0%
Partially Met	12%	4%	0%
Approached	19%	7%	2%
Met	10%	13%	12%
Exceeded	1%	3%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	1%	0%
Partially Met	14%	4%	3%
Approached	17%	12%	7%
Met	8%	13%	11%
Exceeded	0%	0%	1%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	765	770
50th	746	749
25th	727	726
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	761	763
50th	743	742
25th	730	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	777	776
50th	751	751
25th	724	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	779	777
50th	746	751
25th	721	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	756	759
50th	739	740
25th	719	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	735	748
50th	721	726
25th	704	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	44

**SCHOOL CLIMATE**  
BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 06-08

**Length of School Day**

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

	School
2014-15	6 Hrs. 28 Mins.

**Student Suspension Rate**

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

	School
2014-15	3.5%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 31 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	288

**SCHOOL PEER GROUP**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 06-08**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	THOMAS JEFFERSON MIDDLE SCHOOL	03-1450-060	06-08	13.5%	2%	21.7%
BERGEN	LYNDHURST TWP	ROOSEVELT SCHOOL	03-2860-110	04-08	16.2%	0%	14.4%
<b>BURLINGTON</b>	<b>CINNAMINSON TWP</b>	<b>CINNAMINSON MIDDLE SCHOOL</b>	<b>05-0840-053</b>	<b>06-08</b>	<b>18.2%</b>	<b>0.2%</b>	<b>15.3%</b>
BURLINGTON	EASTAMPTON TWP	EASTAMPTON TOWNSHIP SCHOOL DISTRICT	05-1250-060	KG-08	22.8%	0.8%	19.1%
BURLINGTON	LUMBERTON TWP	LUMBERTON MIDDLE SCHOOL	05-2850-060	06-08	20.8%	0.9%	21.1%
BURLINGTON	MOORESTOWN TWP	WILLIAM ALLEN MIDDLE SCHOOL	05-3360-110	07-08	10%	0.5%	13.8%
BURLINGTON	MOUNT LAUREL TWP	T. E. HARRINGTON MIDDLE SCHOOL	05-3440-060	07-08	16.1%	0.5%	14.9%
CAMDEN	VOORHEES TWP	VOORHEES MIDDLE SCHOOL	07-5400-100	06-08	10%	0.7%	13.6%
CHARTERS	ELYSIAN CS OF HOBOKEN	ELYSIAN CHARTER SCHOOL	80-6420-925	KG-08	13.4%	0.3%	13.4%
CHARTERS	TEANECK COMMUNITY CS	TEANECK COMMUNITY CHARTER SCHOOL	80-7890-920	KG-08	10.5%	0%	12.1%
ESSEX	MONTCLAIR TOWN	GLENFIELD MIDDLE SCHOOL	13-3310-116	06-08	19.6%	0%	13.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH ORANGE MIDDLE SCHOOL	13-4900-050	06-08	18.2%	0%	14.9%
GLOUCESTER	CLEARVIEW REGIONAL	CLEARVIEW REGIONAL MIDDLE SCHOOL	15-0870-030	07-08	13.1%	0%	13.1%
GLOUCESTER	WASHINGTON TWP	CHESTNUT RIDGE MIDDLE SCHOOL	15-5500-026	06-08	14.1%	0%	11.2%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS NORTH MIDDLE SCHOOL	23-4860-150	06-08	10.5%	0.5%	13.1%
MIDDLESEX	WOODBRIIDGE TWP	COLONIA MIDDLE SCHOOL	23-5850-060	06-08	19.6%	0%	15.5%
MONMOUTH	FREEHOLD TWP	CLIFTON T. BARKALOW SCHOOL	25-1660-023	06-08	10%	0.7%	13.6%
MONMOUTH	HAZLET TWP	HAZLET MIDDLE SCHOOL	25-2105-105	07-08	19.9%	1.2%	21.3%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL	25-2920-060	07-08	11%	0.2%	12.8%
MONMOUTH	WALL TWP	WALL INTERMEDIATE SCHOOL	25-5420-075	06-08	10.1%	0.6%	15.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	27-3950-055	06-08	11.4%	1%	17%
OCEAN	BRICK TWP	VETERANS MEMORIAL MIDDLE SCHOOL	29-0530-090	06-08	28.5%	0%	18.4%

**SCHOOL PEER GROUP**

**BURLINGTON  
CINNAMINSON TWP**

**CINNAMINSON MIDDLE SCHOOL  
312 N FORKLANDING ROAD  
CINNAMINSON, NJ 08077**

**GRADE SPAN 06-08**

OCEAN	JACKSON TWP	CARL W. GOETZ MIDDLE SCHOOL	29-2360-055	06-08	15.7%	0%	13.2%	
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP MIDDLE SCHOOL	29-2940-045	06-08	29.2%	0.2%	17.9%	
OCEAN	POINT PLEASANT BORO	MEMORIAL MIDDLE SCHOOL	29-4210-050	06-08	15.9%	0.5%	15.7%	
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL EAST	29-5190-060	06-08	24.6%	0%	15.1%	
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 1	31-2700-050	05-08	24.3%	0.2%	19.3%	
PASSAIC	NORTH HALEDON BORO	HIGH MOUNTAIN MIDDLE SCHOOL	31-3640-050	05-08	18.5%	0%	15.4%	
PASSAIC	POMPTON LAKES BORO	LAKESIDE SCHOOL	31-4230-055	06-08	23.5%	0.5%	19.1%	
SUSSEX	FRANKFORD TWP	FRANKFORD TOWNSHIP SCHOOL	37-1560-050	PK-08	11.7%	0%	13.1%	
SUSSEX	LAFAYETTE TWP	LAFAYETTE TOWNSHIP SCHOOL	37-2490-050	PK-08	16.6%	1.2%	19.7%	

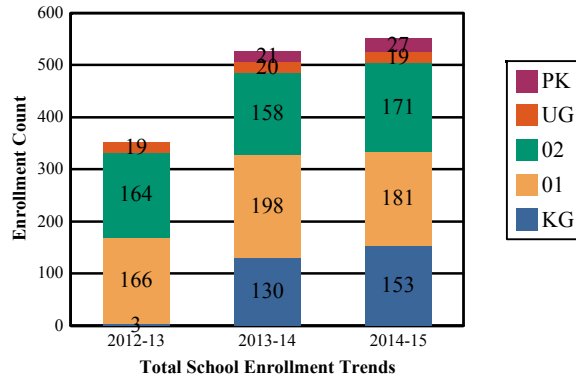
## DEMOGRAPHIC INFORMATION

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN PK-02

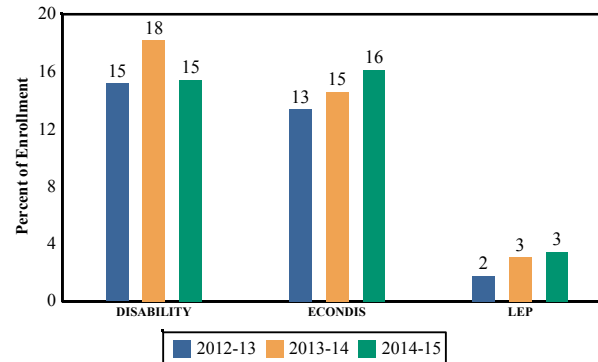
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



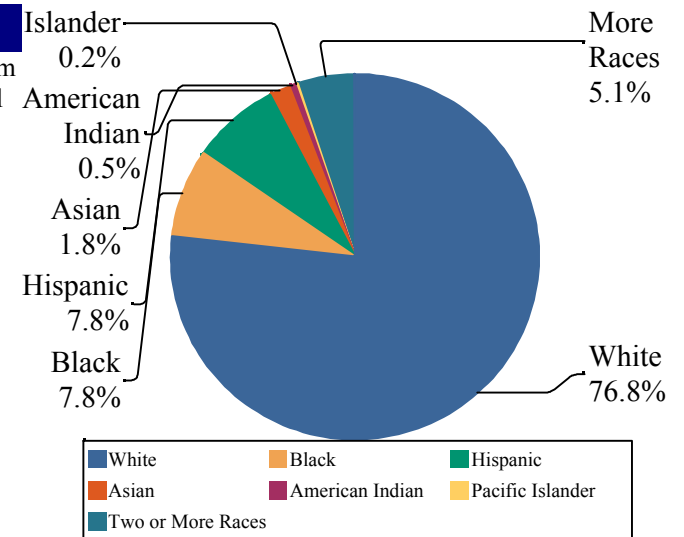
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



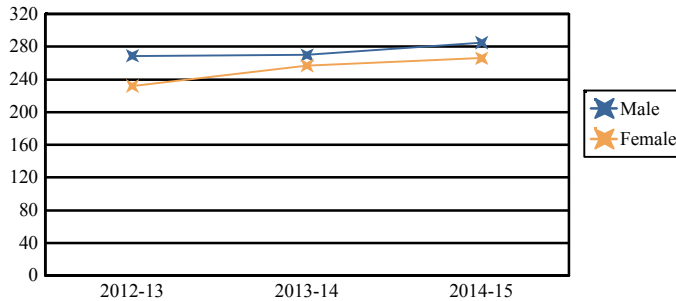
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	501
2013-14	527
2014-15	551

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	85	15%
Economically Disadvantaged Students	89	16.2%
English Language Learners	19	3.5%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.1%
Turkish	2.4%
Portuguese	0.9%
Spanish	0.7%
Bosnian	0.2%
Punjabi	0.2%
Other	0.6%

	Male	Female
2012-13	269	232
2013-14	270	257
2014-15	285	266

**SCHOOL CLIMATE**  
BURLINGTON  
CINNAMINSON TWP

GRADE SPAN PK-02

**Length of School Day**

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

	School
2014-15	6 Hrs. 28 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.5%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	17
Administrators	551



# State of New Jersey

2014-15

05-0840-060

## OVERVIEW

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 03-05

ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

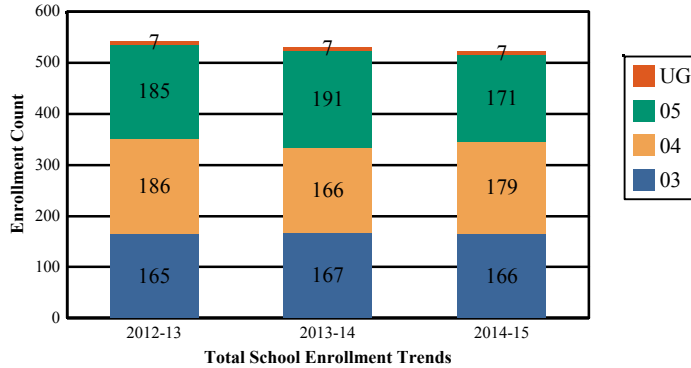
BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 03-05

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

**Enrollment by Grade**

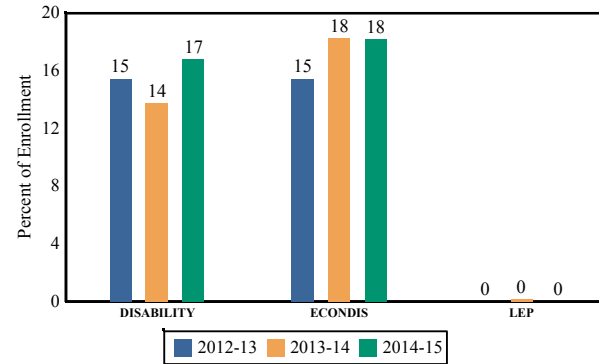
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

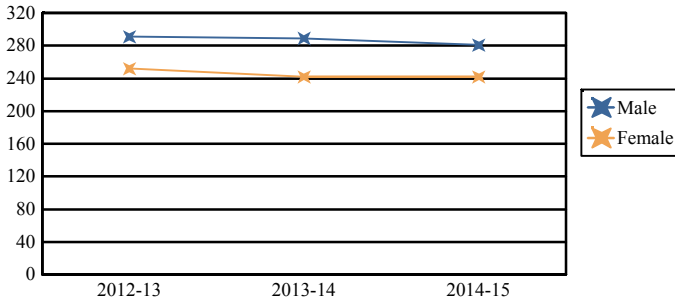
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	543
2013-14	531
2014-15	523

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.

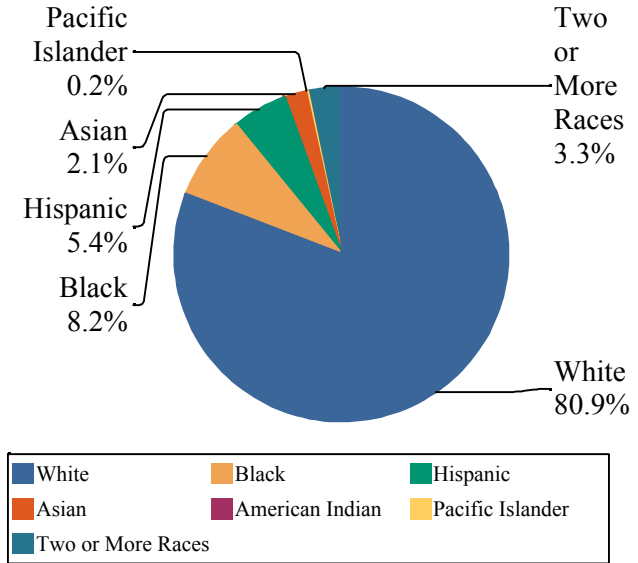


	Male	Female
2012-13	291	252
2013-14	289	242
2014-15	281	242

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	88	17%
Economically Disadvantaged Students	95	18.2%
English Language Learners	0	0.0%

**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	97.1%
Turkish	0.8%
Tamil	0.4%
Punjabi	0.4%
Chinese	0.4%
Philippine languages	0.2%
Other	0.8%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 03-05**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	55%	30	52
Math Met or Exceeded Expectation	44%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	398	55%	95%	81.7%	NO
White	321	59.8%	95%	80.4%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	58	22.4%	95%	67.7%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	57	38.6%	95%	84.5%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 03-05

ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	396	43.9%	95%	81.5%	NO
White	320	46.6%	95%	80.2%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	56	25%	95%	66.3%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	57	28.1%	95%	84.5%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

BURLINGTON  
CINNAMINSON TWP

GRADE SPAN 03-05

ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	131	750	744	8%	10%	29%	52%	2%	53%	44%
White	104	753	753	6%	9%	26%	58%	2%	60%	55%
African American	11	720	725	36%	9%	36%	18%	0%	18%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	25	727	718	32%	12%	28%	24%	4%	28%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	742	724	11%	17%	17%	56%	0%	56%	24%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

<b>Subgroup</b>	<b>Valid Scores</b>	<b>Mean Scale Score</b>	<b>State Mean Scale Score</b>	<b>% Level_1</b>	<b>% Level_2</b>	<b>% Level_3</b>	<b>% Level_4</b>	<b>% Level_5</b>	<b>% Met/ Exceeded Expectation</b>	<b>State % Met/Exceeded Expectation</b>
Schoolwide	136	754	751	4%	9%	26%	52%	9%	61%	52%
White	108	758	758	2%	7%	25%	56%	10%	66%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	712	725	33%	27%	27%	13%	0%	13%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	745	734	10%	15%	30%	40%	5%	45%	31%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	131	750	751	2%	14%	34%	49%	2%	50%	53%
White	109	751	757	2%	12%	32%	52%	2%	54%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	18	730	723	11%	33%	33%	17%	6%	22%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	733	734	5%	32%	47%	16%	0%	16%	31%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 03-05**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	747	746	8%	12%	36%	38%	6%	44%	46%
White	103	747	752	8%	10%	38%	38%	7%	45%	56%
African American	11	725	728	18%	36%	27%	9%	9%	18%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	23	718	727	39%	13%	22%	22%	4%	26%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	742	730	11%	17%	39%	22%	11%	33%	26%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	749	744	3%	11%	38%	47%	1%	49%	42%
White	108	752	749	1%	10%	35%	52%	2%	54%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	15	723	724	27%	27%	13%	33%	0%	33%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	739	730	5%	20%	45%	30%	0%	30%	23%

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	131	744	744	1%	23%	37%	36%	3%	39%	42%
White	109	746	749	1%	19%	39%	38%	4%	41%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	18	724	724	6%	50%	28%	17%	0%	17%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	19	730	731	0%	47%	32%	21%	0%	21%	23%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 03-05**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**NJASK Results - Science Grade Level - 04**

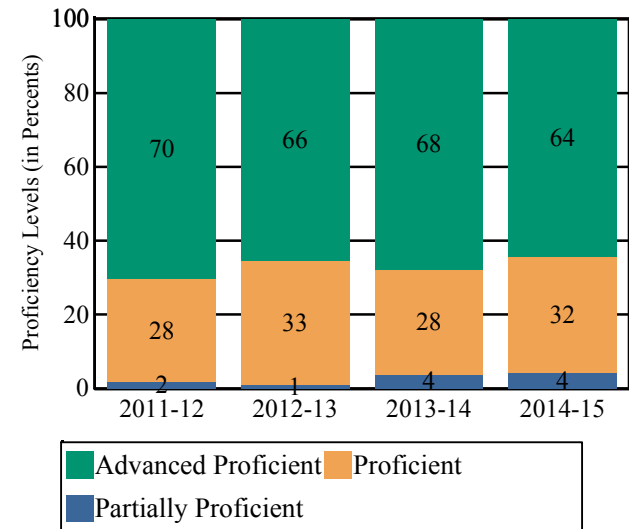
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	64%	32%	4%
White	68%	28%	3%
African American	23%	54%	23%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	29%	46%	25%
English Language Learners	-	-	-
Economically Disadvantaged Students	57%	35%	9%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

**BURLINGTON  
CINNAMINSON TWP**

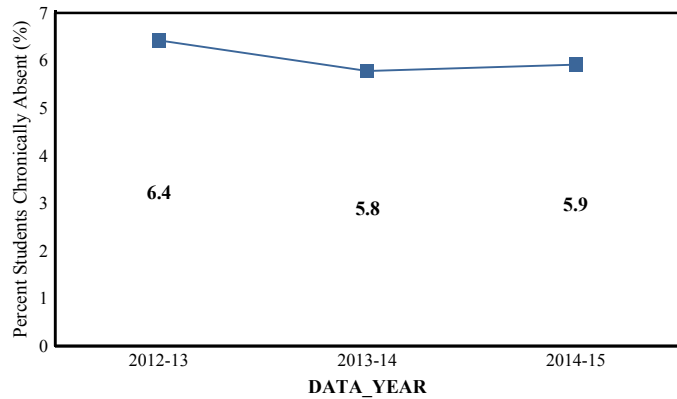
**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

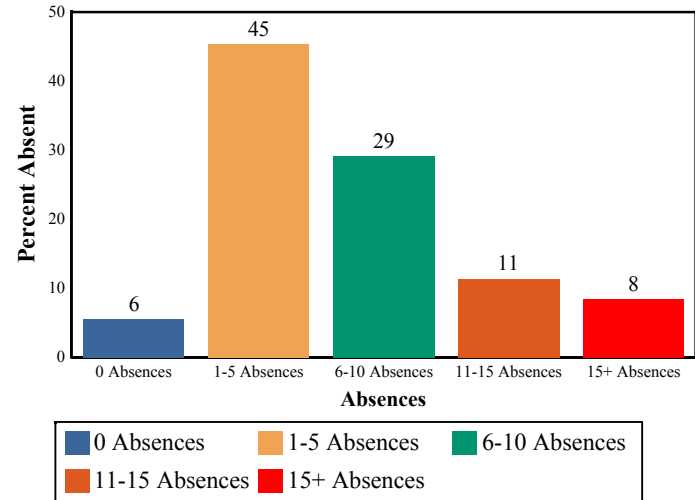
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.92%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

BURLINGTON

CINNAMINSON TWP

GRADE SPAN 03-05

ELEANOR RUSH INTERMEDIATE SCHOOL

1200 WYNWOOD DRIVE

CINNAMINSON, NJ 08077-2404

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	35	18	7	35	YES
Student Growth on Math	53	49	53	35	YES
		34	30		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	8%	3%	0%
Approached	20%	6%	4%
Met	19%	22%	10%
Exceeded	0%	3%	3%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	13%	2%	1%
Approached	12%	15%	12%
Met	8%	15%	19%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BURLINGTON  
CINNAMINSON TWP**

**GRADE SPAN 03-05**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	771	770
50th	751	743
25th	729	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	767	767
50th	745	745
25th	728	722
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
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**GRADE SPAN 03-05**

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	768	773
50th	755	750
25th	741	728
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	45

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	764	773
50th	750	751
25th	733	728
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	766	764
50th	748	742
25th	735	721
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	765	763
50th	740	743
25th	725	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	40

**SCHOOL CLIMATE**

BURLINGTON

CINNAMINSON TWP

GRADE SPAN 03-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 28 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	523

**SCHOOL PEER GROUP**

**BURLINGTON  
CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL  
1200 WYNWOOD DRIVE  
CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	LINCOLN ELEMENTARY SCHOOL	03-0300-070	PK-05	27.7%	5.5%	20.4%
BURLINGTON	CINNAMINSON TWP	ELEANOR RUSH INTERMEDIATE SCHOOL	05-0840-060	03-05	18.2%	0%	16.8%
BURLINGTON	DELTRAN TWP	DELTRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
BURLINGTON	SHAMONG TWP	INDIAN MILLS ELEMENTARY SCHOOL	05-4740-050	PK-04	12.3%	0%	10.3%
CAMDEN	CHERRY HILL TWP	KINGSTON ELEMENTARY SCHOOL	07-0800-110	KG-05	26.2%	7.7%	15.8%
CAMDEN	COLLINGSWOOD BORO	ZANE NORTH ELEMENTARY SCHOOL	07-0940-090	PK-05	14%	0%	12.2%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060	PK-05	12.3%	0%	9.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.1%	7.4%	11.9%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040	01-05	20%	0%	20.2%
MERCER	HAMILTON TWP	ALEXANDER ELEMENTARY SCHOOL	21-1950-085	PK-05	15.7%	0.7%	13.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	18.8%	8%	7.3%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	26%	13.1%	9.6%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	BRUNSWICK ACRES ELEMENTARY SCHOOL	23-4860-055	PK-05	14.4%	4.5%	6.8%
MONMOUTH	FREEHOLD TWP	LAURA DONOVAN SCHOOL	25-1660-026	KG-05	22%	6.2%	12.6%
MONMOUTH	HAZLET TWP	LILLIAN DRIVE SCHOOL	25-2105-085	01-04	22.3%	5%	14.4%

**SCHOOL PEER GROUP**

**BURLINGTON**

**CINNAMINSON TWP**

**ELEANOR RUSH INTERMEDIATE SCHOOL**

**1200 WYNWOOD DRIVE**

**CINNAMINSON, NJ 08077-2404**

**GRADE SPAN 03-05**

MONMOUTH	MIDDLETOWN TWP	<b>HARMONY ELEMENTARY SCHOOL</b>	25-3160-095	PK-05	18.3%	0.4%	16.2%
MORRIS	ROCKAWAY TWP	<b>DENNIS B O'BRIEN ELEMENTARY SCHOOL</b>	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	<b>JOSEPH T. DONAHUE ELEMENTARY SCHOOL</b>	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	<b>HERBERTSVILLE ELEMENTARY SCHOOL</b>	29-0530-040	KG-05	21.2%	0%	21.2%
PASSAIC	WEST MILFORD TWP	<b>MARSHALL HILL ELEMENTARY SCHOOL</b>	31-5650-070	KG-06	13.3%	0%	11.2%
SUSSEX	HAMPTON TWP	<b>MARIAN E. MCKEOWN ELEMENTARY SCHOOL</b>	37-1980-050	KG-06	15.8%	0%	14.8%
SUSSEX	STILLWATER TWP	<b>STILLWATER TOWNSHIP SCHOOL DISTRICT</b>	37-5040-050	PK-06	17.2%	0%	16.4%
UNION	ROSELLE PARK BORO	<b>SHERMAN ELEMENTARY SCHOOL</b>	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	HACKETTSTOWN	<b>WILLOW GROVE ELEMENTARY SCHOOL</b>	41-1870-090	KG-04	26.7%	12.3%	10.2%
WARREN	WASHINGTON TWP	<b>PORT COLDEN SCHOOL</b>	41-5530-050	01-03	19.5%	0%	17.9%