



Cherokee High School
2016-2017

Grade Span 09-12

05-2610-040
BURLINGTON
LENAPE REGIONAL
120 TOMLINSON MILL ROAD
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	540	527	554
10	559	537	520
11	525	562	540
12	539	519	570
Ungraded	42	35	19
Total	2205	2180	2203

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	12%	11%	11%
Students with Disabilities	18%	16%	16%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	81.5%
Asian	7.4%
Black or African American	6.8%
Hispanic	4.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
Two or More Races	0.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2203
Shared Time Students	0
Full Time Equivalent	2203

Enrollment by Home Language

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

Home Language	% of Students
English	92.1%
Spanish	1.6%
Gujarati	1.1%
Other	4.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1023	98.1	53.60	54.30	54.90	53.6	53.5	Met Target
White	817	98.0	54.10	54.90	63.90	54.1	55.2	Met Target†
Hispanic	46	100.0	45.70	37.90	39.80	45.7	49.3	Met Target†
Black or African American	73	97.4	30.20	39.10	35.20	30.2	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	98.8	72.60	*	80.70	72.6	58.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	508	98.3	61.40	62.80	62.20	61.4		
Male	515	97.9	45.80	46.30	48.10	45.8		
Economically Disadvantaged Students	123	96.2	32.50	33.80	36.20	32.5	32.9	Met Target†
Non-Economically Disadvantaged Students	900	98.4	56.40	56.80	65.80	56.4		
Students with Disabilities	192	96.5	19.30	14.90	20.50	19.3	16.1	Met Target
Students without Disabilities	831	98.5	61.50	61.00	61.90	61.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	14	100.0	42.90	46.70	53.50	42.9		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	537	750	753	749	5%	13%	29%	47%	6%	53%	52%
White	434	750	754	757	5%	13%	30%	47%	6%	53%	62%
Hispanic	25	740	739	733	*	*	*	44%	0%	44%	35%
Black or African American	37	736	736	730	*	*	41%	27%	0%	27%	30%
Asian, Native Hawaiian, or Pacific Islander	41	767	*	777	0%	*	*	66%	*	83%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	263	755	760	756	*	8%	28%	53%	*	61%	60%
Male	274	744	747	741	*	17%	30%	42%	*	46%	43%
Economically Disadvantaged Students	66	731	731	731	*	27%	38%	21%	*	23%	32%
Non-Economically Disadvantaged Students	471	752	756	758	*	11%	28%	51%	*	57%	62%
Students with Disabilities	102	726	720	714	*	39%	25%	19%	*	20%	13%
Students without Disabilities	435	755	759	754	*	6%	30%	54%	*	61%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	500	750	747	743	11%	13%	21%	41%	13%	55%	46%
White	396	750	746	749	11%	13%	21%	43%	12%	56%	52%
Hispanic	21	744	738	728	*	*	*	*	*	48%	34%
Black or African American	36	734	737	725	*	*	33%	33%	*	36%	31%
Asian, Native Hawaiian, or Pacific Islander	44	766	766	774	*	*	*	32%	32%	64%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	261	758	754	752	7%	9%	22%	44%	17%	62%	54%
Male	239	742	739	734	16%	17%	20%	38%	9%	47%	39%
Economically Disadvantaged Students	48	736	730	726	21%	*	23%	40%	*	44%	32%
Non-Economically Disadvantaged Students	452	752	749	751	10%	*	21%	42%	*	56%	54%
Students with Disabilities	80	709	706	704	43%	30%	*	14%	*	15%	12%
Students without Disabilities	420	758	753	749	6%	10%	*	47%	*	62%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	419	726	722	736	24%	*	27%	25%	*	27%	38%
White	350	726	722	738	23%	*	27%	25%	*	27%	40%
Hispanic	19	718	715	731	*	*	*	*	0%	21%	34%
Black or African American	25	729	718	728	*	*	*	*	0%	32%	30%
Asian, Native Hawaiian, or Pacific Islander	24	721	732	756	*	*	*	*	*	17%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	193	733	729	744	*	24%	26%	*	*	35%	46%
Male	226	719	716	729	*	22%	27%	*	*	20%	31%
Economically Disadvantaged Students	57	718	714	729	*	25%	25%	*	*	19%	32%
Non-Economically Disadvantaged Students	362	727	723	740	*	23%	27%	*	*	28%	42%
Students with Disabilities	68	711	708	709	*	28%	21%	*	*	13%	12%
Students without Disabilities	351	729	724	741	*	22%	28%	*	*	29%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

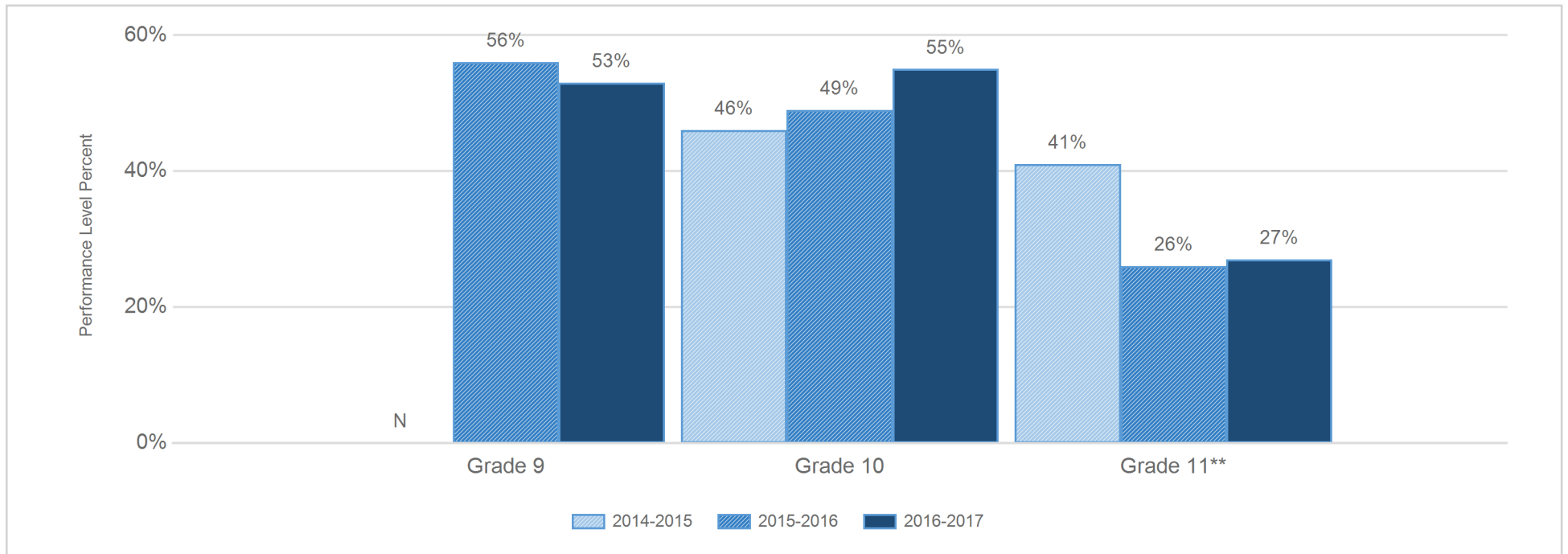


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	977	98.8	35.20	38.10	43.50	35.2	35.3	Met Target†
White	789	98.7	34.40	39.10	52.40	34.4	35	Met Target†
Hispanic	43	100.0	27.90	20.80	27.60	27.9	33.5	Met Target†
Black or African American	74	98.7	17.60	15.20	21.70	17.6	17.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	100.0	68.10	*	75.60	68.1	54.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	25.00	44.90	N	**	**
Female	482	98.8	36.30	39.60	44.10	36.3		
Male	495	98.8	34.10	36.70	42.90	34.1		
Economically Disadvantaged Students	124	97.0	16.10	15.40	25.10	16.1	24.3	Not Met
Non-Economically Disadvantaged Students	853	99.1	38.00	41.10	54.30	38		
Students with Disabilities	197	98.5	10.20	*	16.50	10.2	10.7	Met Target†
Students without Disabilities	780	98.9	41.60	*	48.80	41.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	14	100.0	21.40	26.70	39.90	21.4		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	563	734	735	743	12%	25%	34%	29%	0%	29%	42%
White	454	734	737	751	12%	23%	35%	30%	0%	30%	52%
Hispanic	36	723	*	728	*	36%	31%	*	0%	17%	24%
Black or African American	46	728	*	724	*	33%	37%	*	0%	15%	19%
Asian, Native Hawaiian, or Pacific Islander	27	746	*	774	0%	*	*	56%	0%	56%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	259	737	738	744	8%	24%	34%	34%	0%	34%	43%
Male	304	731	732	741	16%	25%	35%	25%	0%	25%	40%
Economically Disadvantaged Students	83	724	722	727	18%	31%	36%	15%	0%	15%	23%
Non-Economically Disadvantaged Students	480	735	737	751	11%	23%	34%	32%	0%	32%	52%
Students with Disabilities	132	719	714	714	27%	33%	28%	12%	0%	12%	10%
Students without Disabilities	431	738	740	747	8%	22%	36%	34%	0%	34%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	377	729	732	734	*	34%	39%	19%	*	19%	30%
White	313	730	733	740	*	31%	41%	20%	*	20%	38%
Hispanic	11	715	*	722	*	*	*	*	*	*	14%
Black or African American	35	721	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	739	743	758	0%	*	*	*	0%	35%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	201	731	733	735	*	32%	42%	20%	*	20%	31%
Male	176	728	730	733	*	37%	36%	18%	*	18%	30%
Economically Disadvantaged Students	43	716	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	334	731	734	740	*	*	*	*	*	*	39%
Students with Disabilities	85	710	710	711	*	*	*	*	*	*	*
Students without Disabilities	292	735	736	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	347	740	737	725	*	17%	31%	41%	*	42%	28%
White	278	738	735	731	*	19%	31%	37%	*	39%	33%
Hispanic	11	747	730	710	0%	*	*	*	0%	55%	14%
Black or African American	17	732	724	703	*	*	*	*	0%	24%	*
Asian, Native Hawaiian, or Pacific Islander	39	756	767	761	*	*	*	69%	0%	69%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	173	739	735	725	*	20%	34%	36%	*	37%	27%
Male	174	742	739	725	*	14%	28%	45%	*	47%	29%
Economically Disadvantaged Students	30	734	723	708	*	*	37%	33%	*	33%	13%
Non-Economically Disadvantaged Students	317	741	738	733	*	*	30%	42%	*	43%	35%
Students with Disabilities	25	721	713	692	*	*	*	*	*	24%	*
Students without Disabilities	322	742	738	729	*	*	*	*	*	44%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

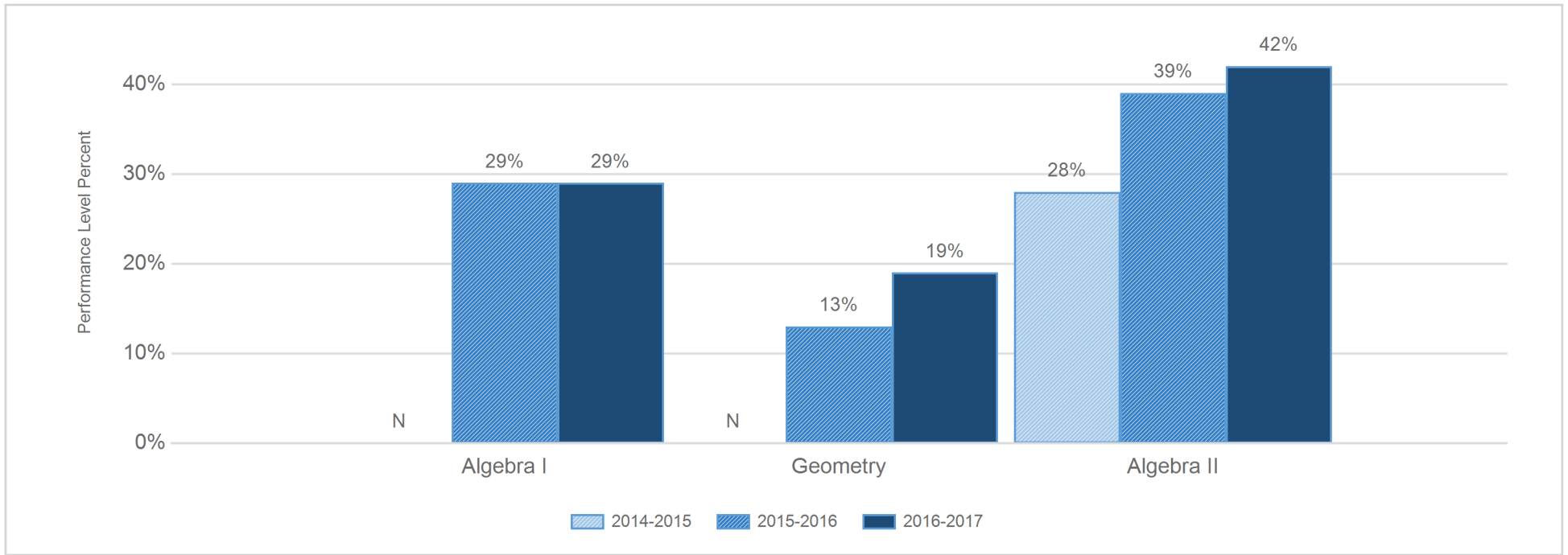


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	12	12

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

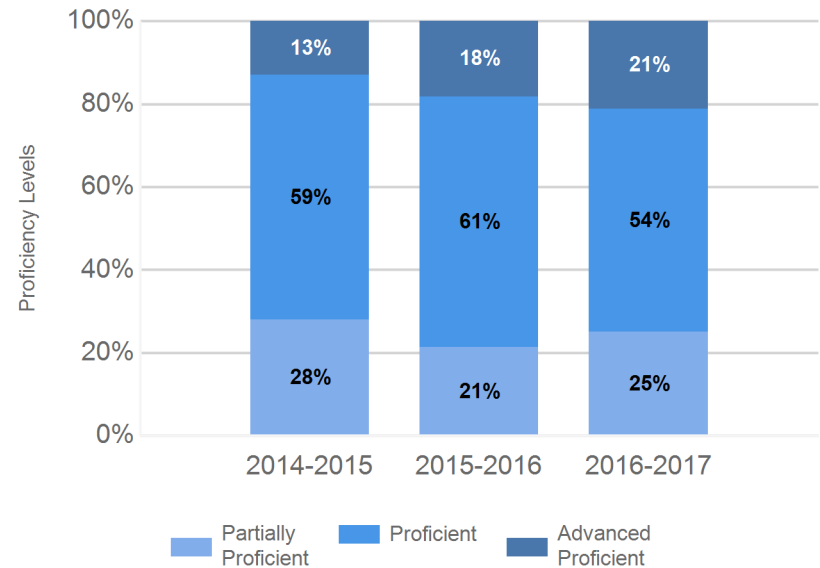
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	21%	54%	25%
White	22%	55%	24%
Hispanic	14%	62%	*
Black or African American	13%	45%	43%
Asian, Native Hawaiian, or Pacific Islander	27%	50%	23%
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	10%	44%	46%
Students with Disabilities	3%	31%	66%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.6%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	28.2%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	502	481	Varies By Grade	79%	67%
PSAT - Math	499	483	Varies By Grade	57%	49%
SAT - Reading and Writing	573	551	480	89%	77%
SAT - Math	585	552	530	75%	58%
ACT - Reading	25	24	22	72%	65%
ACT - English	24	24	18	85%	79%
ACT - Math	25	24	22	73%	65%
ACT - Science	24	23	23	60%	54%



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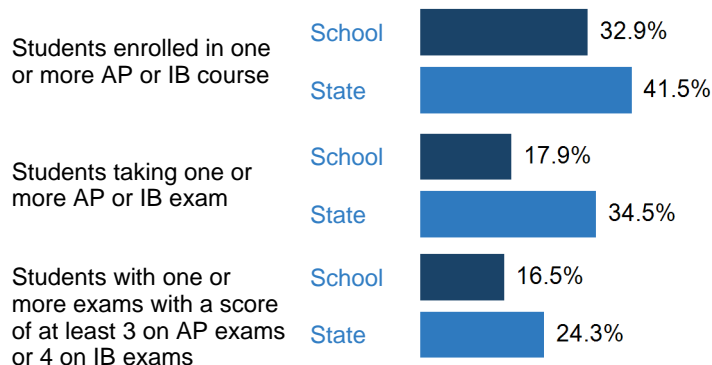
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



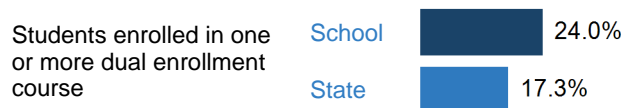
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	30	16
AP Calculus AB	105	41
AP Calculus BC	48	19
AP Chemistry	13	3
AP Computer Science A	0	3
AP English Language and Composition	96	79
AP English Literature and Composition	43	17
AP European History	10	2
AP German Language and Culture	0	2
AP Italian Language and Culture	5	4
AP Latin (Virgil Catullus and Horace)	16	12
AP Macroeconomics	111	10
AP Microeconomics	0	44
AP Music Theory	4	3
AP Physics 1	96	20
AP Physics C	39	0
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	0	6
AP Psychology	78	52
AP Spanish Language	9	7

Dual Enrollment Coursework - Participation

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





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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	16	2
AP Studio Art—Two-Dimensional	7	0
AP U.S. History	0	42
AP World History	9	3
Total Exams Taken		390
Exams with scores of at least 3 on AP exams or 4 on IB exams		336



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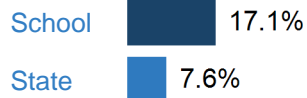
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

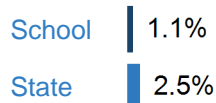
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	464	63	53	0	0	0	110
10	7	400	126	61	0	0	10
11	2	15	224	141	64	7	192
12	2	2	66	92	155	118	78
Schoolwide	475	480	469	294	219	125	390
Enrolled in AP/IB Course					152	16	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	4	0	0	361	197	38
10	72	148	0	5	306	10
11	26	365	0	3	156	38
12	80	38	0	2	188	73
Schoolwide	182	551	0	371	847	159
Enrolled in AP/IB Course	30	13		0	135	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	25	7	0	0	63
10	0	520	16	3	0	16
11	2	542	107	118	14	34
12	7	14	96	167	96	547
Schoolwide	9	1101	226	288	110	660
Enrolled in AP/IB Course	9	0	111	78	0	10

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	368	41	37	74	33	0	9
10	310	45	34	91	21	0	11
11	145	29	21	67	25	0	7
12	57	10	27	20	38	0	8
Schoolwide	880	125	119	252	117	0	35
Enrolled in AP/IB Course	9	0	5	16	0	0	0
Enrolled in Level 3 or Higher	201	28	60	57	49	0	10
Earned Seal of Biliteracy	*	0	*	11	0	0	*



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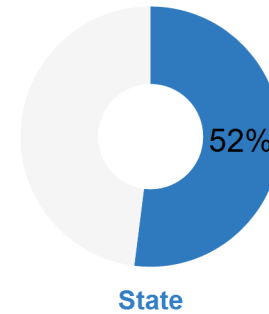
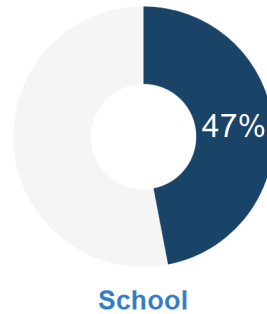
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Visual and Performing Arts – Course Participation

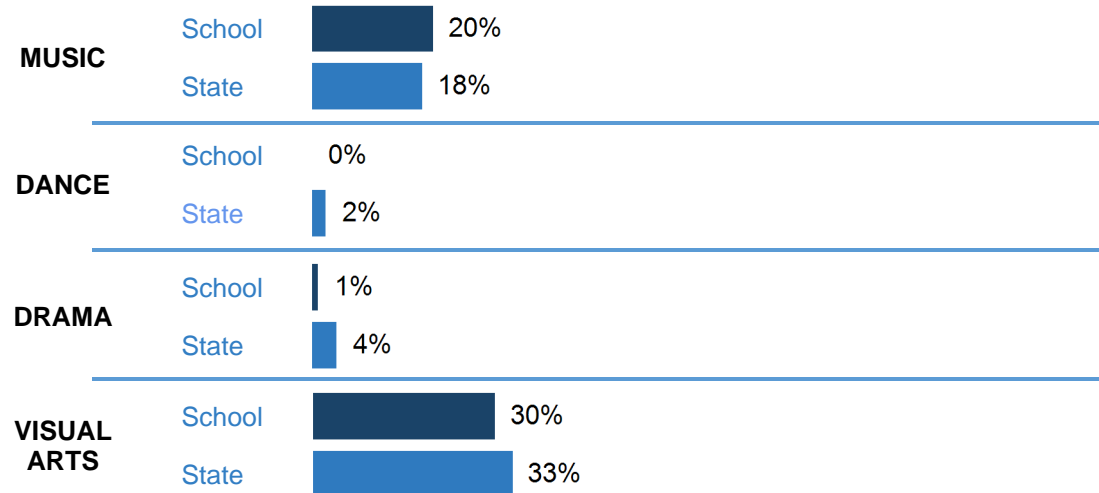
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.7%	90.5%	97.0%	91.8%	96.1%	N	Met Goal	97.1%	N	Met Goal
White	96.5%	94.5%	96.9%	95.1%	96.3%	N	Met Goal	97.4%	N	Met Goal
Hispanic	89.5%	84.3%	100.0%	86.3%	100.0%	N	Met Goal	92.3%	**	**
Black or African American	*	83.4%	*	85.3%	*	95.0%	Not Met	95.6%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	97.1%	N	Met Goal	97.8%	N	Met Goal
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	89.2%	83.9%	92.5%	85.6%	87.3%	95.0%	Not Met	95.8%	N	Met Goal
Students with Disabilities	87.6%	78.8%	92.7%	82.1%	91.4%	92.0%	Not Met	93.7%	94.7%	Not Met
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	95.7%	-
2016	96.1%	97.0%
2015	96.4%	97.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.4%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.3%	28.6%	71.4%
White	83.2%	29.9%	70.1%
Hispanic	50%	37.5%	62.5%
Black or African American	86.1%	22.6%	77.4%
Asian, Native Hawaiian, or Pacific Islander	81.6%	16.1%	83.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	70.5%	44.2%	55.8%
Students with Disabilities	67.1%	64.2%	35.9%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87%	34.7%	65.3%	79.7%	20.3%	62.8%	37.2%
White	88.1%	35.3%	64.8%	79.9%	20.1%	63.7%	36.3%
Hispanic	70.8%	52.9%	47.1%	76.5%	23.5%	64.7%	35.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.2%	23.3%	76.7%	83.3%	16.7%	66.7%	33.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	84%	50%	50%	83.3%	16.7%	76.2%	23.8%
Students with Disabilities	68.9%	69.1%	31%	83.3%	16.7%	83.3%	16.7%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

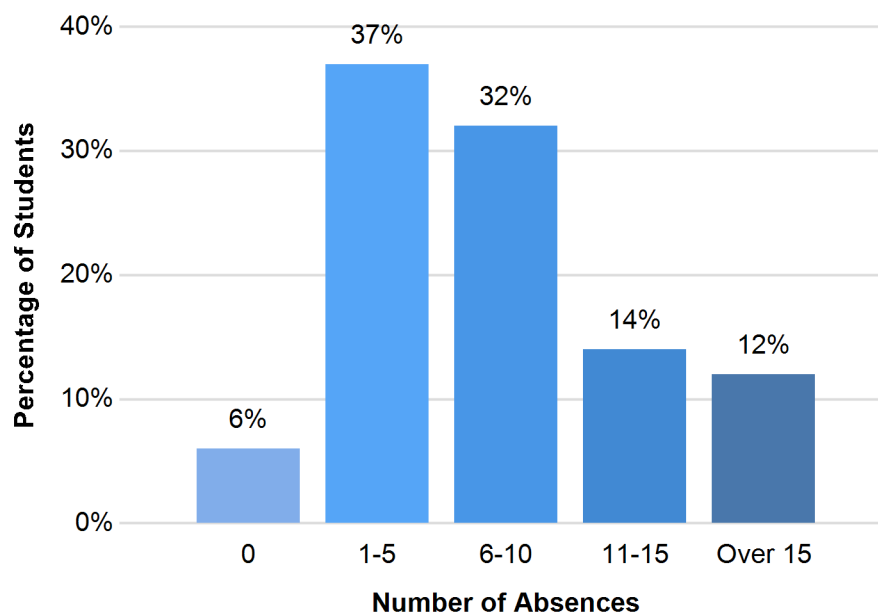
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.50	14.30	Met Target
White	8.90	14.30	Met Target
Hispanic	8.00	14.30	Met Target
Black or African American	13.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.20	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.90	14.30	Not Met
Students with Disabilities	16.00	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



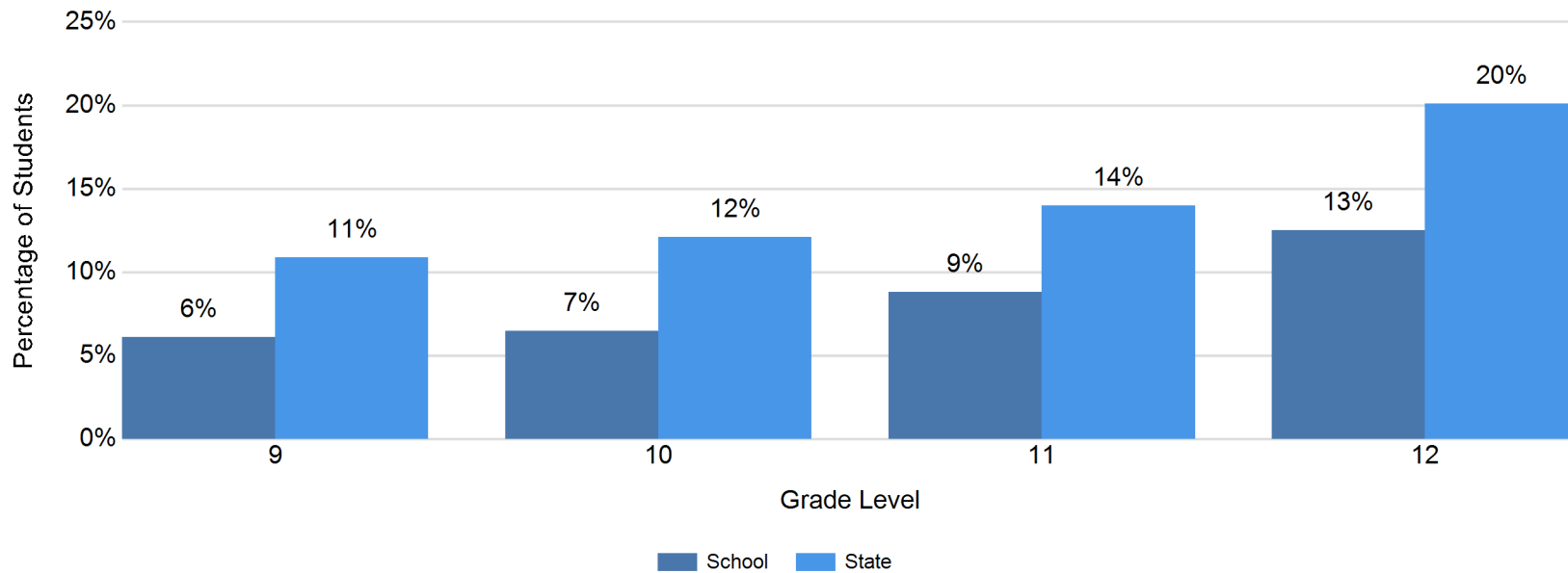


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	2
Weapons	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	0.95

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.7%
Out-of-School Suspensions	0.5%
Any Suspension	4.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	52.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$249	\$17,626	\$17,875



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	180	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	12.8	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	16.6	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	220:1	168:1
Librarian/Media Specialists		671:1
Nurses		610:1
Counselors		210:1
Child Study Team		336:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.2	17.5%
Mathematics Proficiency	64.8	17.5%
Graduation - 4-Year	67.3	25.0%
Graduation - 5-Year	76.0	25.0%
Chronic Absenteeism	66.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.9
Summative Rating: Percentile rank of Summative Score		70.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	67.9	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
White	58.9	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	85.4	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	**	No
Black or African American	65.1	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	52.8	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	61.1	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Goal	No
Students with Disabilities	76.6	6.2	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Charlesworth	Email Address:	dcharlesworth@lrhsd.org
Address:	120 TOMLINSON MILL ROAD MARLTON, NJ 08053	Website:	https://lrhsd.org/Domain/376
Phone:	(856)983-5140	Facebook:	https://www.facebook.com/LRHSDHighlights
		Twitter:	https://twitter.com/Cherokee_HS

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Cherokee offers 22 Advanced Placements courses. • The Cherokee Marching band was Group IVA State Champions in 2016. • Nine Cherokee students were honored by the National Merit Scholar Program.
 <p>Mission, Vision, Theme:</p>	<p>Cherokee High School serves the community of Evesham in Burlington County. Cherokee's North/South layout provides students with the distinct advantage of a large high school with two smaller learning communities. This arrangement allows Cherokee to join in the LRHSD mission to maintain high expectations while providing students with unlimited educational experiences, which exceed the NJCCS, and integrate technology while working with our families and community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Cherokee was proud to be designated a No Place for Hate school for the 5th consecutive years by the Anti-Defamation League. The Cherokee marching band was included in the Group IVA State Champions last year. 16 students earned medals at the Russian Olympiad. Cherokee students have also been chosen to complete internships with the Rowan School of Osteopathic Medicine and participate in the Boys and Girls State Delegates.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Cherokee operates within the LRHSD's curriculum model of Understanding by Design (UbD). In addition to our district curriculum, Cherokee offers 22 Advanced Placement courses in which 790 students were enrolled during the 2016-17 school year. Cherokee is also a proud member of the STEM program, Project Lead the Way (PTLW), which offers students courses in Engineer Design and Digital Electronics.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Cherokee boasts of 137 Varsity athletes who have achieved a 3.65 GPA or higher. On the athletic fields and courts, Cherokee has won five conference championships and two SJ sectional championships Girls Basketball and Boys Cross Country.</p>
 <p>Clubs and Activities:</p>	<p>Cherokee offers 93 extracurricular activities. These clubs promote school pride, community service, and learning. Additionally, each year Cherokee's senior class takes part in the Senior Day of Service. This is an opportunity for all 500+ seniors to go out into the community and provide a variety of services to schools, parks, and recreational areas to name a few.</p>
 <p>Before and After School Programs:</p>	<p>Cherokee High School offers tutoring (A.I.M) afterschool and during lunch. A.I.M tutors are National Honor Society students who assist struggling students in a variety of subjects. Cherokee also offers access to the weight room after school to promote and sponsor students' health and wellbeing.</p>








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 <p>Staff and Professional Learning:</p>	<p>All of the LRHSD teachers are trained by the in-house Research for Better Teaching (RBT) trainers. RBT offers professional development, which takes place during a teacher's first three years at Cherokee, with refreshers offered at various intervals. Cherokee teachers are also trained in Understanding by Design (UbD). Cherokee provides its teachers with an uninterrupted common planning time, which allows for greater collaboration and collegiality.</p>
 <p>Postsecondary Information:</p>	<p>Cherokee hosts several programs to assist students with their post-graduation plans. This includes Jumpstart for Juniors, Financial Aid Night, and a Common App How-To for parents of incoming Seniors. All students in grades 9, 10, and 11 take the PSAT in October to prepare them for the SAT. This practice has worked well for students, as the school had 40 students score a 1400 or higher across multiple administrations. Nine students were recognized through the National Merit Scholar Program.</p>
 <p>Student Supports and Services:</p>	<p>Cherokee's Intervention and Referral Services are designed to assist students experiencing learning, behavior or health difficulties. Cherokee offers a complete range of programs for students who have been determined to be "Eligible for Special Education and Related Services," including resource center programs, inclusion, and self contained programs.</p>
 <p>Student Health and Wellness:</p>	<p>Cherokee provides a nutritious breakfast and lunch throughout the school day. All students, regardless of grade, take part in a physical education class.</p>
 <p>Parent and Community Involvement:</p>	<p>The Cherokee High School hosts 16 booster clubs that support and promote Cherokee athletics and activities. Parents are able to access students grades and information through the Genesis Grading Portal or though the LRHSD app.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>All students are given a survey regarding the school climate at the end of every school year. The survey focuses on the school's Core Values of Accountability, Integrity, and Respect (AIR). The results are shared administratively and are part of the protocol for the Middle States Excellence by Design Accreditation. Cherokee has seen an increase in student ownership and empathy towards others as the students' progress from 9th to 12th grade.</p>
 <p>Facilities:</p>	<p>Cherokee High School was opened on a 71-acre site in Evesham Township in September 1975. In the early 1990s a construction and renovation project was completed to meet the educational needs of the growing Evesham Township community. In December 1997, voters approved a referendum for the construction of Cherokee South to house students in grades 9-10 and the Lenape District Performing Arts Center. Cherokee is up to date with modern technology needed to support the school curriculum.</p>



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School Narrative

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



Other Information:

Cherokee has served Evesham Township since opening its doors in 1975. Cherokee, along with the entire LRHSD, operates using a 57-minute class period, rotating schedule. The rotating schedule has a morning wheel and an afternoon wheel with a 50-minute community Lunch and Learn period in the middle. This schedule more closely mirrors what Cherokee students will experience in college, as classes rotate and drop off within a 4-day cycle. Important academic, athletic, and extracurricular information can be found on the Cherokee Website or the Cherokee Facebook page. For the most up to date information, you can follow @Cherokee_HS or any of our numerous club, team, and activity Twitter accounts. Cherokee High School, as well as the entire district, is proud to participate in a Cyber-Safety Coalition. The Cyber-Safety Coalition informs students, parents and stakeholders about the importance of being a responsible and safe online citizen who can excel in this growing fast paced, digitally connected community. Cherokee High School is proud to host a Technology Student Association (TSA) for students. Cherokee High School's chapter focuses on completing various technology projects during their meetings throughout the year. Cherokee's TSA also focuses on completing projects for the New Jersey TSA State Competition held every spring at The College of New Jersey. It is recommended that students are enrolled in technology education classes at Cherokee High School.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	403	425	485
10	426	434	436
11	477	403	429
12	475	470	405
Ungraded	59	28	23
Total	1840	1760	1778

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	48%
Male	50%	50%	52%
Economically Disadvantaged Students	15%	14%	15%
Students with Disabilities	14%	14%	14%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	62.7%
Black or African American	18.4%
Asian	11.3%
Hispanic	6.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	0.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1778
Shared Time Students	0
Full Time Equivalent	1778

Enrollment by Home Language

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

Home Language	% of Students
English	88.4%
Chinese	2.0%
Spanish	1.5%
Gujarati	1.2%
Other	7.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	832	96.4	55.20	54.30	54.90	55.2	47.5	Met Target
White	519	95.7	57.20	54.90	63.90	57.2	48.5	Met Target
Hispanic	62	98.6	35.50	37.90	39.80	35.5	36.8	Met Target†
Black or African American	136	97.4	38.90	39.10	35.20	38.9	31.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	107	96.6	77.50	*	80.70	77.5	74.2	Met Target
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	397	95.9	63.00	62.80	62.20	63		
Male	435	96.8	48.00	46.30	48.10	48		
Economically Disadvantaged Students	123	97.1	33.40	33.80	36.20	33.4	33.5	Met Target†
Non-Economically Disadvantaged Students	709	96.3	58.90	56.80	65.80	58.9		
Students with Disabilities	115	90.4	17.40	14.90	20.50	16.7	18	Met Target†
Students without Disabilities	717	97.4	61.20	61.00	61.90	61.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	468	753	753	749	7%	12%	25%	44%	12%	56%	52%
White	281	757	754	757	5%	7%	28%	48%	12%	60%	62%
Hispanic	42	742	739	733	*	*	36%	26%	*	36%	35%
Black or African American	79	731	736	730	*	27%	24%	29%	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	58	772	*	777	*	*	*	53%	28%	81%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	215	759	760	756	*	*	25%	46%	17%	62%	60%
Male	253	747	747	741	*	*	26%	42%	8%	50%	43%
Economically Disadvantaged Students	59	726	731	731	25%	*	25%	25%	*	27%	32%
Non-Economically Disadvantaged Students	409	756	756	758	4%	*	25%	46%	*	60%	62%
Students with Disabilities	66	717	720	714	32%	27%	27%	*	*	14%	13%
Students without Disabilities	402	758	759	754	3%	10%	25%	*	*	63%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	468	753	753	752	7%	12%	25%	44%	12%	56%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	405	750	747	743	10%	14%	24%	41%	12%	53%	46%
White	252	750	746	749	10%	14%	23%	42%	12%	54%	52%
Hispanic	27	739	738	728	*	*	*	*	*	37%	34%
Black or African American	71	738	737	725	17%	*	31%	35%	*	41%	31%
Asian, Native Hawaiian, or Pacific Islander	55	768	766	774	*	*	18%	53%	20%	73%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	203	755	754	752	8%	11%	20%	48%	13%	61%	54%
Male	202	744	739	734	11%	16%	28%	35%	10%	45%	39%
Economically Disadvantaged Students	66	738	730	726	*	18%	26%	33%	*	39%	32%
Non-Economically Disadvantaged Students	339	752	749	751	*	13%	23%	43%	*	56%	54%
Students with Disabilities	49	713	706	704	39%	22%	*	20%	*	22%	12%
Students without Disabilities	356	755	753	749	6%	13%	*	44%	*	57%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	263	723	722	736	27%	27%	22%	*	*	24%	38%
White	152	726	722	738	24%	25%	24%	*	*	26%	40%
Hispanic	25	713	715	731	*	40%	*	*	0%	20%	34%
Black or African American	72	716	718	728	35%	31%	21%	*	*	14%	30%
Asian, Native Hawaiian, or Pacific Islander	14	749	732	756	*	*	*	*	*	57%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	119	735	729	744	*	21%	25%	*	*	35%	46%
Male	144	714	716	729	*	32%	19%	*	*	15%	31%
Economically Disadvantaged Students	53	713	714	729	40%	30%	*	*	*	17%	32%
Non-Economically Disadvantaged Students	210	726	723	740	24%	26%	*	*	*	26%	42%
Students with Disabilities	51	708	708	709	*	*	*	*	*	*	12%
Students without Disabilities	212	727	724	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

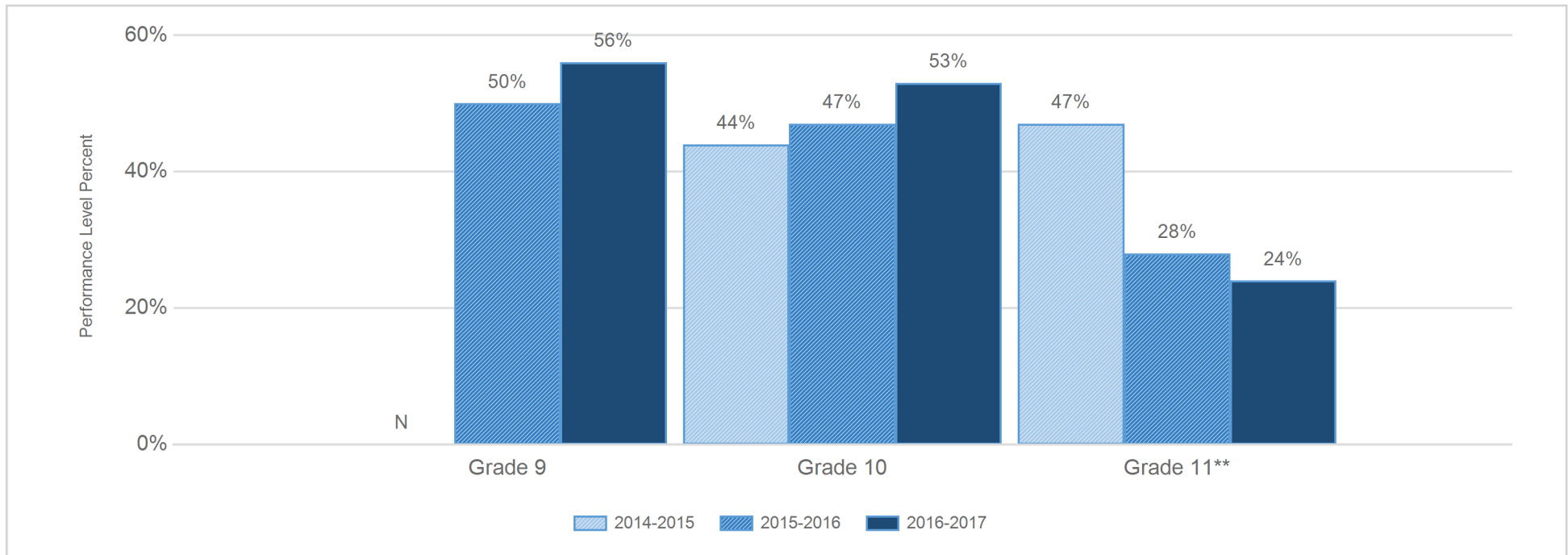


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	794	97.8	39.70	38.10	43.50	39.7	37.2	Met Target
White	497	97.0	44.70	39.10	52.40	44.7	39.5	Met Target
Hispanic	63	100.0	19.10	20.80	27.60	19.1	21.6	Met Target†
Black or African American	139	98.7	11.50	15.20	21.70	11.5	17.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	87	98.9	72.40	*	75.60	72.4	73	Met Target†
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	381	97.1	38.90	39.60	44.10	38.9		
Male	413	98.4	40.40	36.70	42.90	40.4		
Economically Disadvantaged Students	126	97.9	11.10	15.40	25.10	11.1	20.9	Not Met
Non-Economically Disadvantaged Students	668	97.8	45.00	41.10	54.30	45		
Students with Disabilities	118	97.7	*	*	16.50	*	12.8	Not Met
Students without Disabilities	676	97.8	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	354	725	735	743	14%	35%	33%	18%	0%	18%	42%
White	195	730	737	751	12%	30%	34%	24%	0%	24%	52%
Hispanic	43	723	*	728	*	37%	33%	*	0%	14%	24%
Black or African American	93	716	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	16	736	*	774	*	*	*	*	0%	31%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	165	728	738	744	9%	38%	36%	16%	0%	16%	43%
Male	189	723	732	741	19%	32%	30%	20%	0%	20%	40%
Economically Disadvantaged Students	72	718	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	282	727	737	751	*	*	*	*	*	*	52%
Students with Disabilities	82	708	714	714	*	*	*	*	*	*	10%
Students without Disabilities	272	731	740	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	358	734	732	734	*	29%	34%	30%	*	30%	30%
White	241	738	733	740	6%	24%	34%	37%	0%	37%	38%
Hispanic	23	721	*	722	*	52%	*	*	0%	13%	14%
Black or African American	69	721	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	24	748	743	758	*	*	*	50%	*	54%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	181	735	733	735	*	30%	30%	34%	*	34%	31%
Male	177	733	730	733	*	28%	37%	26%	*	27%	30%
Economically Disadvantaged Students	57	718	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	301	737	734	740	*	*	*	*	*	*	39%
Students with Disabilities	52	716	710	711	*	*	*	*	*	*	*
Students without Disabilities	306	737	736	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	317	746	737	725	17%	15%	15%	49%	4%	53%	28%
White	193	744	735	731	19%	*	15%	51%	*	53%	33%
Hispanic	21	731	730	710	*	*	*	*	*	33%	14%
Black or African American	47	722	724	703	28%	28%	*	*	*	23%	*
Asian, Native Hawaiian, or Pacific Islander	56	777	767	761	*	*	*	75%	*	88%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	153	743	735	725	*	18%	20%	46%	*	48%	27%
Male	164	748	739	725	*	12%	9%	52%	*	59%	29%
Economically Disadvantaged Students	36	720	723	708	28%	28%	*	*	0%	25%	13%
Non-Economically Disadvantaged Students	281	749	738	733	16%	13%	*	*	5%	57%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	317	746	*	726	17%	15%	15%	49%	4%	53%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

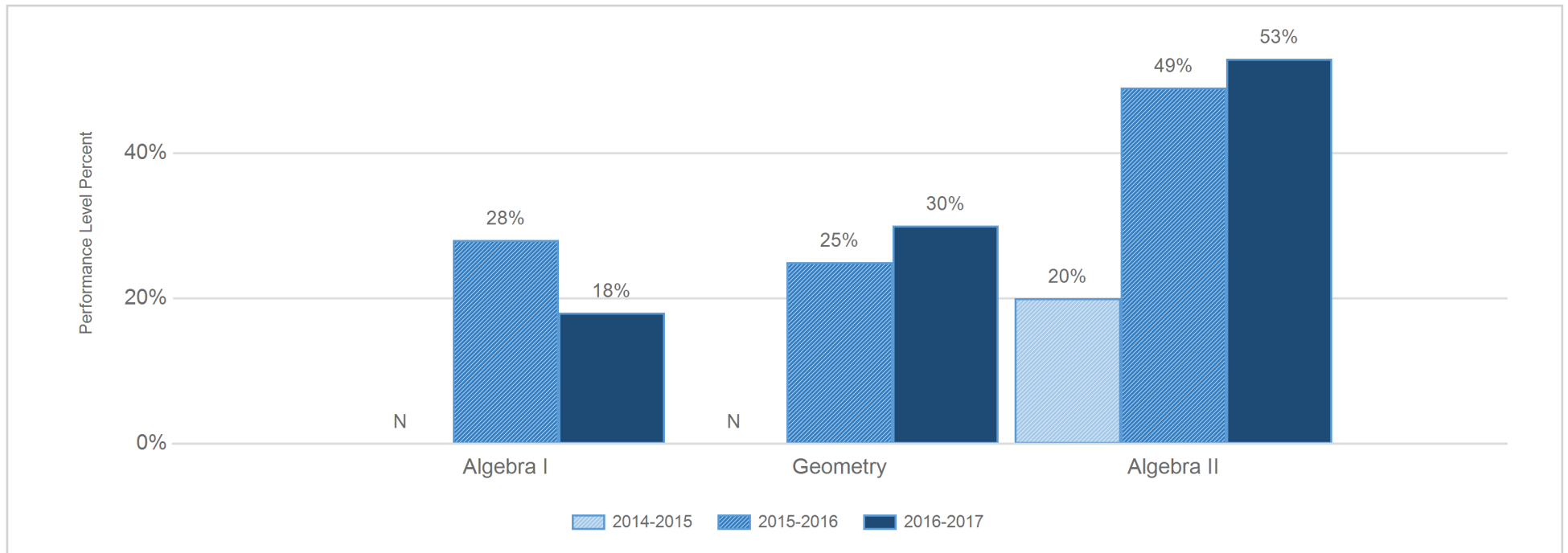


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

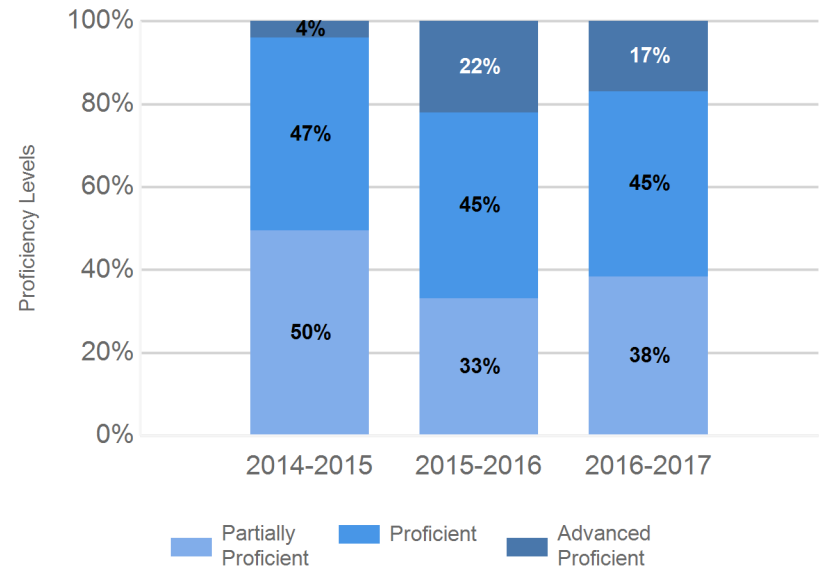
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	17%	45%	38%
White	17%	50%	33%
Hispanic	10%	*	*
Black or African American	6%	22%	72%
Asian, Native Hawaiian, or Pacific Islander	34%	53%	13%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	33%	67%
Students with Disabilities	2%	17%	81%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.3%	89.4%
Percentage of students taking the SAT	99.3%	70.0%
Percentage of students taking the ACT	37.0%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	503	481	Varies By Grade	75%	67%
PSAT - Math	509	483	Varies By Grade	57%	49%
SAT - Reading and Writing	576	551	480	89%	77%
SAT - Math	590	552	530	73%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	24	24	18	87%	79%
ACT - Math	25	24	22	71%	65%
ACT - Science	24	23	23	55%	54%



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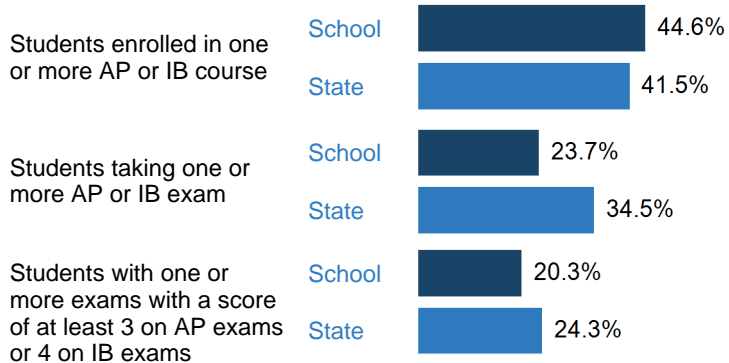
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	42	36
AP Calculus AB	80	42
AP Calculus BC	53	35
AP Chemistry	45	28
AP English Language and Composition	121	88
AP English Literature and Composition	60	6
AP European History	34	9
AP Italian Language and Culture	6	6
AP Latin (Virgil Catullus and Horace)	31	3
AP Macroeconomics	30	8
AP Microeconomics	0	9
AP Physics 1	74	26
AP Physics C	47	0
AP Physics C: Electricity and Magnetism	0	14
AP Physics C: Mechanics	0	19
AP Psychology	93	33
AP Spanish Language	10	1
AP Statistics	61	23
AP Studio Art—Two-Dimensional	11	0
AP U.S. History	0	62



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AP/IB Course	Students Enrolled	Students Tested
AP World History	20	3
Total Exams Taken		451
Exams with scores of at least 3 on AP exams or 4 on IB exams		356



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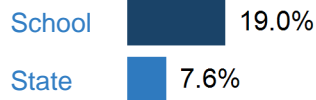
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

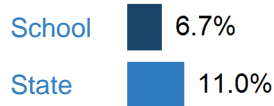
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

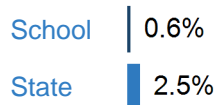
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	307	109	94	0	0	0	71
10	10	291	99	61	0	6	16
11	4	15	168	94	58	15	162
12	0	5	52	57	127	136	37
Schoolwide	321	420	413	212	185	157	286
Enrolled in AP/IB Course					133	61	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	231	0	0	256	1	28
10	301	161	0	8	1	7
11	38	273	0	6	135	27
12	30	39	0	6	153	75
Schoolwide	600	473	0	276	290	137
Enrolled in AP/IB Course	42	45		0	121	0



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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	16	13	0	0	98
10	1	420	20	0	0	10
11	6	421	67	112	6	26
12	13	11	31	88	49	405
Schoolwide	20	868	131	200	55	539
Enrolled in AP/IB Course	20	0	30	93	0	34

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	293	50	40	80	25	0	0
10	278	31	42	61	20	0	0
11	146	15	35	44	25	0	0
12	43	21	12	39	15	0	0
Schoolwide	760	117	129	224	85	0	0
Enrolled in AP/IB Course	10	0	6	31	0	0	0
Enrolled in Level 3 or Higher	233	33	47	38	39	0	0
Earned Seal of Biliteracy	*	0	*	23	*	0	*



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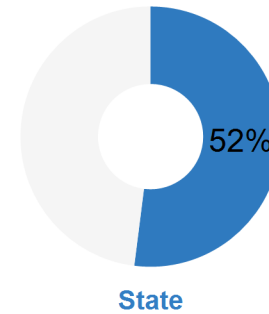
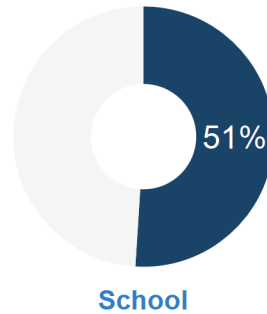
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Visual and Performing Arts – Course Participation

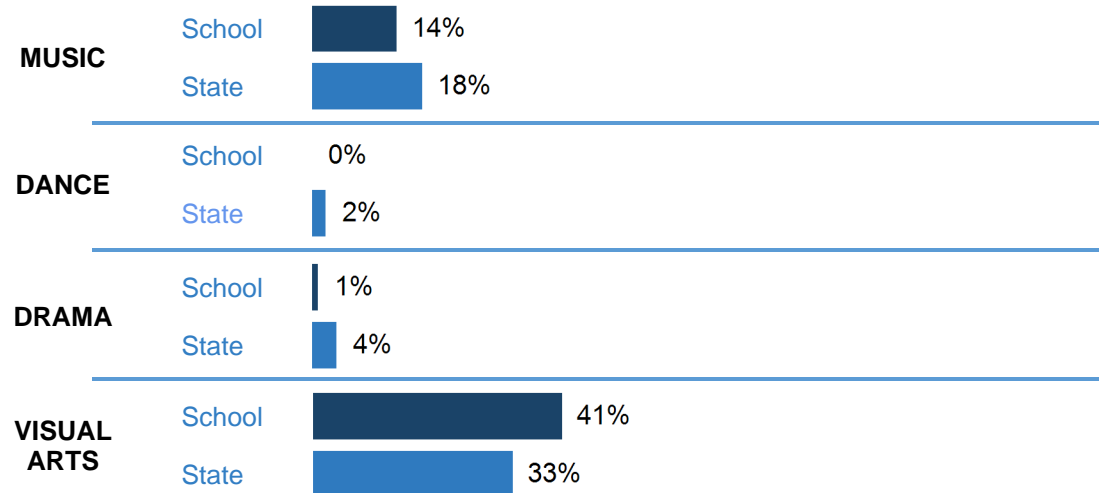
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.3%	90.5%	95.0%	91.8%	94.6%	92.9%	Met Target	93.5%	96.0%	Not Met
White	95.3%	94.5%	95.1%	95.1%	94.8%	92.1%	Met Target	*	96.0%	Not Met
Hispanic	92.9%	84.3%	96.0%	86.3%	96.0%	N	Met Goal	96.0%	N	Met Goal
Black or African American	*	83.4%	93.4%	85.3%	92.2%	92.0%	Met Target	95.2%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	95.7%	96.6%	98.0%	97.5%	98.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	100.0%	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	100.0%	83.9%	94.5%	85.6%	93.2%	95.0%	Not Met	95.4%	N	Met Goal
Students with Disabilities	79.7%	78.8%	81.0%	82.1%	81.0%	78.8%	Met Target	82.7%	90.3%	Not Met
English Learners	N	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.3%	-
2016	94.6%	95.0%
2015	92.8%	93.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0.6%	1.1%
2014-2015	0.9%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	88.6%	27.5%	72.5%
White	91.2%	26.4%	73.6%
Hispanic	*	*	*
Black or African American	78.5%	37.1%	62.9%
Asian, Native Hawaiian, or Pacific Islander	100%	15.9%	84.1%
American Indian or Alaska Native	*	*	0%
Two or More Races	N	N	N
Economically Disadvantaged Students	74.6%	43.9%	56.1%
Students with Disabilities	73.9%	50%	50%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.3%	29.4%	70.6%	69.6%	30.4%	53%	47%
White	90.9%	27.2%	72.8%	67.1%	32.9%	48.7%	51.3%
Hispanic	*	*	*	*	*	*	*
Black or African American	70.6%	56.3%	43.8%	79.2%	20.8%	70.8%	29.2%
Asian, Native Hawaiian, or Pacific Islander	94%	6.4%	93.6%	66%	34%	51.1%	48.9%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	72.9%	54.3%	45.7%	82.9%	17.1%	77.1%	22.9%
Students with Disabilities	76.2%	70.8%	29.2%	89.6%	10.4%	83.3%	16.7%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

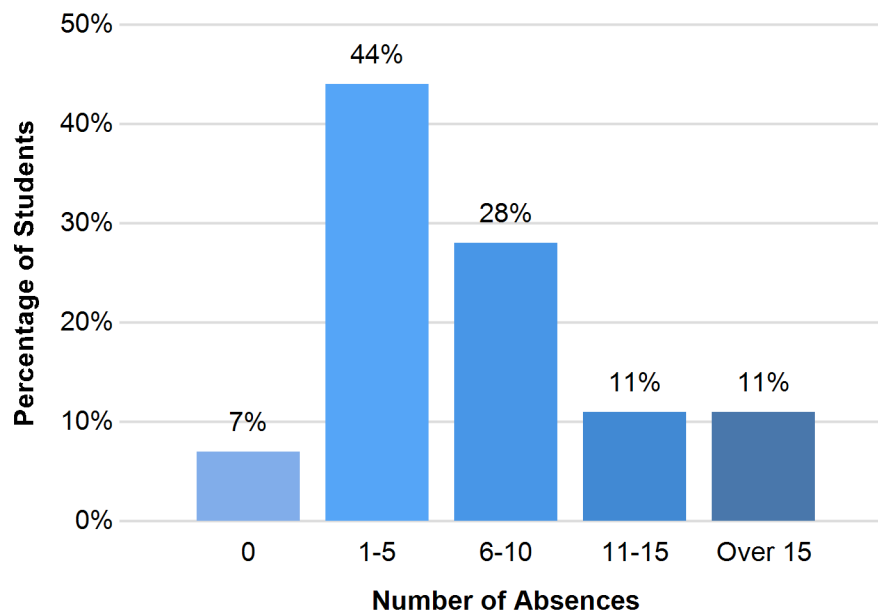
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	14.30	Met Target
White	7.90	14.30	Met Target
Hispanic	17.10	14.30	Not Met
Black or African American	10.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.60	14.30	Not Met
Students with Disabilities	12.90	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



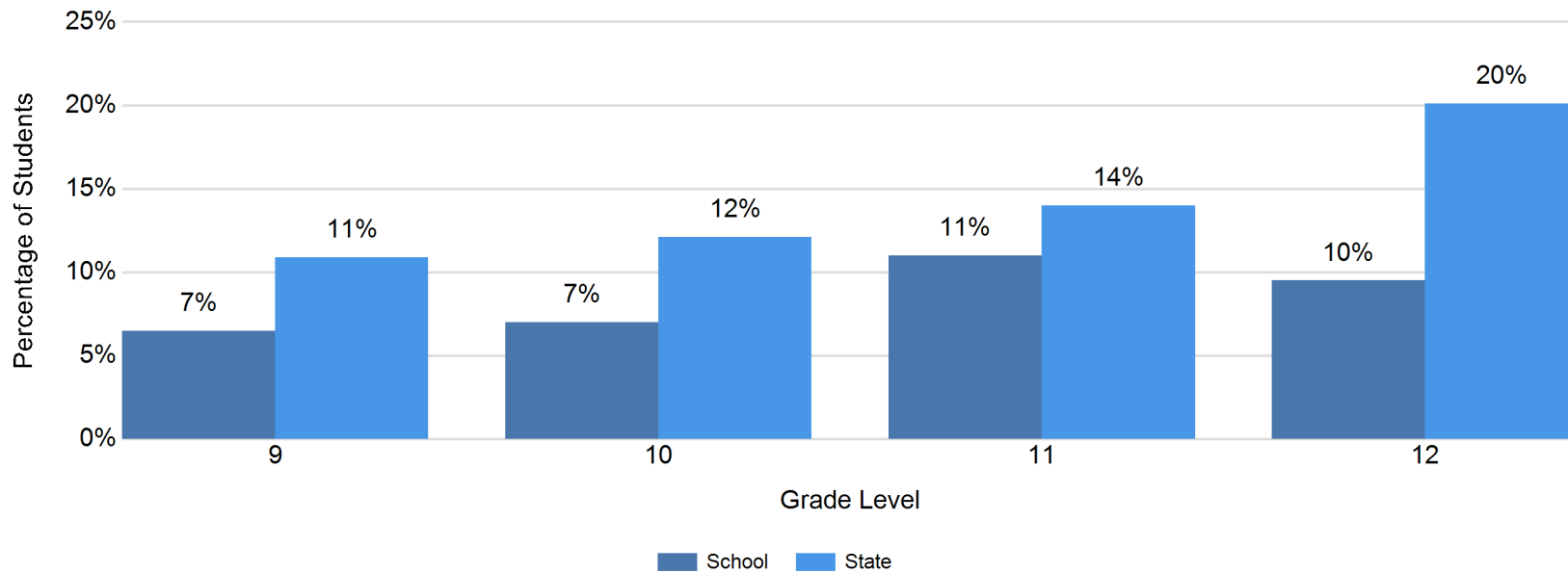


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	0.90

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.4%
Out-of-School Suspensions	1.2%
Any Suspension	4.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	52.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$249	\$17,626	\$17,875



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	149	120,724
Average years experience in public schools	15.4	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	16.6	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	222:1	168:1
Librarian/Media Specialists		671:1
Nurses		610:1
Counselors		210:1
Child Study Team		336:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	62.9	17.5%
Mathematics Proficiency	65.1	17.5%
Graduation - 4-Year	60.8	25.0%
Graduation - 5-Year	52.0	25.0%
Chronic Absenteeism	65.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		60.4
Summative Rating: Percentile rank of Summative Score		63.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	60.4	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	50.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	65.5	6.2	No	Met Target†	Met Target†	Not Met	Met Goal	Met Goal	No
Black or African American	68.4	6.2	No	Met Target	Not Met	Met Target	Met Target	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	64.8	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	66.7	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Goal	No
Students with Disabilities	54.4	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Lenape High School
2016-2017
Grade Span 09-12




05-2610-050
 BURLINGTON
 LENAPE REGIONAL
 235 HARTFORD ROAD
 MEDFORD, NJ 08055

School General Info

Principal:	Mr. Cattani	Email Address:	vcattani@lrhsd.org
Address:	235 HARTFORD ROAD MEDFORD, NJ 08055	Website:	https://www.lrhsd.org/Domain/119
Phone:	(609)654-5111	Facebook:	https://www.facebook.com/LRHSDHighlights
		Twitter:	https://twitter.com/LenapePride

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Lenape was awarded the Olympic Conference Sportsmanship Award for the 2016-17 school year. • The Lenape Marching Band won the Group II State Championship. • Lenape is proud to be designated a No Place for Hate School for the 5th consecutive year by the Anti-Defamation League.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Lenape High School is to create an inclusive community of lifelong learners who strive to become academically and culturally responsible citizens on a personal path to greatness.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Reflective of LRHSD as a whole, Lenape students excel academically. Beyond its graduation rate of 95%, Lenape consistently exceeds state and national averages on state assessments and college entrance exams. In the 2016-17 school year, Lenape students posted over 30 "800" SAT section scores. Lenape students took over 500 Advanced Placement exams, and 85% of them scored 3 or higher. Lenape consistently has National Merit Scholars recognized annually.</p>







**Lenape High School
2016-2017**

Grade Span 09-12

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 <p>Courses, Curriculum, Instruction:</p>	<p>Lenape operates within LRHSD's curriculum model of Understanding by Design (UbD). In addition to the district curriculum, Lenape offers 19 Advanced Placements courses in which 1050 students were enrolled during the 2017-18 school year. Lenape is in its 4th year of the STEM Project Lead the Way (PTLW) in which students are offered courses in Engineering Design. Lenape also offers a complete JROTC program.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Lenape High School is proud of the achievements of student-athletes. During the 2016-17 school year, its teams won five division and two sectional championships Boys Tennis and Girls Track and Field. In addition, individual athletes earned many local, regional, and statewide recognitions and multiple coaches achieved coach of the year honors. Lenape is also proud to have piloted a girls golf program. Lenape was awarded the Olympic Conference Sportsmanship Award for the 2016-17 school year.</p>
 <p>Clubs and Activities:</p>	<p>With a wide range of academic, community service, cultural, and special interest organizations in which students can get involved, students can choose from a variety of options. In the past year Lenape clubs have volunteered at the AIDS Walk Philadelphia, soup kitchens in Camden and Mount Holly, Give Kids The World in Kissimmee, FL, and at several other locations throughout the region.</p>
 <p>Before and After School Programs:</p>	<p>Lenape offers a variety of academic resources to address clarity or additional assistance for all students. Whether it is after school or during lunch, teachers and National Honor Society students are available to help students. After school, Lenape provides peer tutoring at the tutoring center, individual teacher instruction at the Tutoring Tribe, and NHS tutoring in the media center. Lenape also assigns NHS students to meet with students in need during their study hall.</p>








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2016-2017
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 <p>Staff and Professional Learning:</p>	<p>All LRHSD teachers are trained by the in-house Research for Better Teaching (RBT) trainers. RBT professional development takes place during a teacher's first three years, with refreshers offered at various intervals. Lenape's teachers are also trained in Understanding by Design (UbD). Lenape also provides its teachers with an uninterrupted common planning time, which allows for greater collaboration and collegiality.</p>
 <p>Postsecondary Information:</p>	<p>Lenape hosts several programs to assist students with their post grad plans, including, Jumpstart for Juniors, Financial Aid Night, and a Common App How-To for parents of incoming Seniors. Several colleges and universities visit Lenape to meet with prospective students during the school's Community Lunch and Learn. All students in 9, 10, and 11 grades take the PSAT in school to prepare them for the SAT. 13 students were recognized through the National Merit Scholar Program.</p>
 <p>Student Supports and Services:</p>	<p>Lenape's Intervention and Referral Services are designed to assist students experiencing learning, behavior or health difficulties. Lenape offers a complete range of programs for students who have been determined to be eligible for special education and related services, including resource center programs, inclusion and self-contained programs.</p>
 <p>Student Health and Wellness:</p>	<p>Lenape provides a nutritious breakfast and lunch throughout the school day. All students, regardless of grade, take part in a physical education class. The Lenape weight room is also available after-school.</p>
 <p>Parent and Community Involvement:</p>	<p>Lenape has had an established PTO group for several years. The Lenape PTO sponsors the Lenape Project Graduation, in order to provide a safe, drug and alcohol free environment for all seniors on graduation night. Parents can access students' grades and information through our Genesis Gradebook or through the LRHSD app. Lenape also utilizes Twitter, Facebook, and Naviance to connect with families.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School climate surveys have been used through the Middles States Accreditation process.</p>
 <p>Facilities:</p>	<p>Lenape High School opened in 1958 on a 53-acre plot of land in Medford, NJ. Since that time, the school has undergone multiple renovations to accommodate the educational needs of the sprawling community. Students attend classes throughout the campus and enjoy the advantages of a large high school and smaller learning communities. The school is up to date with modern technology needed to support the school curriculum.</p>



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Other Information:

Lenape High School takes pride in its outstanding academic success and relationship with the surrounding communities. Lenape students are known for not only their impressive test scores, but also for their kindness and respect. The high school's administration holds their students to a higher level than most because they know exactly what each individual student is capable of, and that is success. With the help of a wonderful district, Lenape students can confidently walk through the doors knowing that they are receiving an exceptional education and building a strong foundation for their future. Lenape, along with the entire LRHSD, operates using a 57 minute class period, rotating schedule. The rotating schedule has an AM wheel and a PM wheel with a 50 minute community lunch and learn time in the middle. This schedule more closely mirrors what our students will experience in college, as classes rotate and drop off within a 4 day cycle. Our students utilize the community lunch and learn to seek assistance from their teachers, study with their peers, complete their independent work, meet with clubs, complete a variety of tasks that would otherwise interrupt instruction, or socialize with friends. It also provides our students the opportunity to further develop their time management skills. We are preparing our students to succeed in life after Lenape High School.



Seneca High School
2016-2017


Grade Span 09-12

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	271	295	267
10	318	287	289
11	277	325	283
12	228	274	330
Ungraded	105	25	7
Total	1199	1206	1176

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	51%
Male	49%	50%	49%
Economically Disadvantaged Students	13%	12%	11%
Students with Disabilities	13%	13%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	91.2%
Black or African American	3.6%
Hispanic	3.1%
Asian	1.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1176
Shared Time Students	0
Full Time Equivalent	1176

Enrollment by Home Language

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

Home Language	% of Students
English	98.6%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	524	96.6	47.00	54.30	54.90	47	48.2	Met Target†
White	483	96.3	46.50	54.90	63.90	46.5	48.5	Met Target†
Hispanic	15	100.0	40.00	37.90	39.80	40	**	**
Black or African American	21	100.0	57.10	39.10	35.20	57.1	58.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	55.60	54.90	N	**	**
Female	266	95.5	57.10	62.80	62.20	57.1		
Male	258	97.8	36.40	46.30	48.10	36.4		
Economically Disadvantaged Students	59	95.3	30.50	33.80	36.20	30.5	27	Met Target
Non-Economically Disadvantaged Students	465	96.7	49.00	56.80	65.80	49		
Students with Disabilities	74	95.2	*	14.90	20.50	*	11.1	Not Met
Students without Disabilities	450	96.8	*	61.00	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Seneca High School
2016-2017
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	264	749	753	749	6%	14%	29%	43%	8%	51%	52%
White	243	749	754	757	5%	15%	29%	42%	8%	50%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	12	760	736	730	*	0%	*	*	*	67%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	137	759	760	756	*	*	26%	51%	*	64%	60%
Male	127	739	747	741	*	*	32%	34%	*	38%	43%
Economically Disadvantaged Students	28	733	731	731	*	*	*	36%	0%	36%	32%
Non-Economically Disadvantaged Students	236	751	756	758	*	*	*	44%	9%	53%	62%
Students with Disabilities	32	715	720	714	*	*	*	*	*	*	13%
Students without Disabilities	232	754	759	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



**Seneca High School
2016-2017**

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	736	747	743	20%	17%	21%	37%	6%	42%	46%
White	248	736	746	749	21%	17%	21%	37%	6%	42%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	136	746	754	752	*	12%	*	46%	*	50%	54%
Male	135	725	739	734	*	22%	*	27%	*	34%	39%
Economically Disadvantaged Students	33	714	730	726	42%	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	238	739	749	751	17%	*	*	*	*	45%	54%
Students with Disabilities	47	691	706	704	*	*	*	*	*	*	12%
Students without Disabilities	224	745	753	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	271	736	747	745	20%	17%	21%	37%	6%	42%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	711	722	736	38%	28%	22%	12%	0%	12%	38%
White	138	710	722	738	40%	27%	21%	12%	0%	12%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	63	714	729	744	*	*	*	*	*	*	46%
Male	92	708	716	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	19	709	714	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	136	711	723	740	*	*	*	*	*	*	42%
Students with Disabilities	24	694	708	709	*	*	*	*	*	*	12%
Students without Disabilities	131	714	724	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	155	711	722	737	38%	28%	22%	12%	0%	12%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

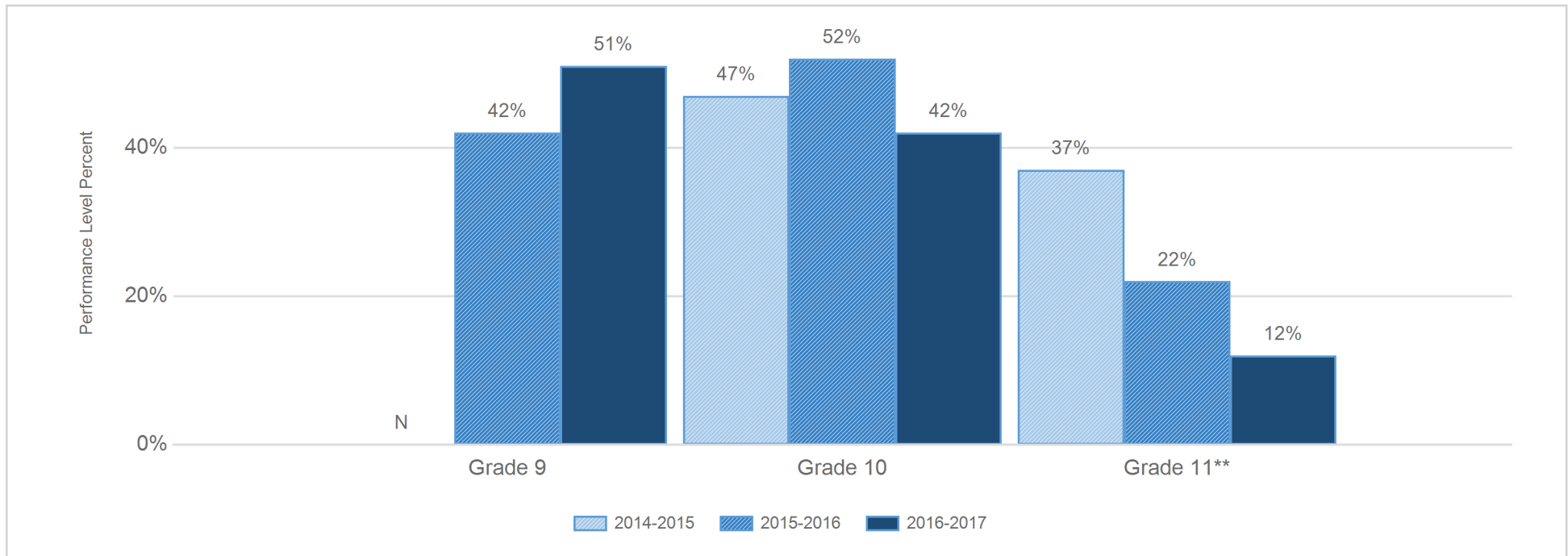


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	520	96.4	31.80	38.10	43.50	31.8	29.6	Met Target
White	477	96.0	32.50	39.10	52.40	32.5	30.3	Met Target
Hispanic	16	100.0	12.50	20.80	27.60	12.5	**	**
Black or African American	21	100.0	23.80	15.20	21.70	23.8	22.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	25.00	44.90	N	**	**
Female	267	95.5	33.70	39.60	44.10	33.7		
Male	253	97.3	29.70	36.70	42.90	29.7		
Economically Disadvantaged Students	61	94.0	13.10	15.40	25.10	13.1	16.3	Met Target†
Non-Economically Disadvantaged Students	459	96.7	34.30	41.10	54.30	34.3		
Students with Disabilities	76	96.4	*	*	16.50	*	5.2	Met Target
Students without Disabilities	444	96.4	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	217	731	735	743	14%	25%	36%	25%	0%	25%	42%
White	198	731	737	751	15%	23%	37%	25%	0%	25%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	106	736	738	744	*	24%	39%	30%	*	30%	43%
Male	111	725	732	741	*	27%	33%	20%	*	20%	40%
Economically Disadvantaged Students	30	718	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	187	733	737	751	*	*	*	*	*	*	52%
Students with Disabilities	42	715	714	714	*	*	*	*	*	*	10%
Students without Disabilities	175	734	740	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	732	732	734	*	26%	41%	24%	*	25%	30%
White	250	733	733	740	*	25%	40%	25%	*	26%	38%
Hispanic	15	726	*	722	*	*	*	*	0%	13%	14%
Black or African American	12	726	*	719	*	*	*	*	0%	17%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	140	735	733	735	*	19%	49%	25%	*	26%	31%
Male	138	729	730	733	*	32%	33%	23%	*	24%	30%
Economically Disadvantaged Students	35	718	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	243	734	734	740	*	*	*	*	*	*	39%
Students with Disabilities	51	705	710	711	*	*	*	*	*	*	*
Students without Disabilities	227	738	736	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	278	732	732	735	*	26%	41%	24%	*	25%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	725	737	725	27%	24%	18%	31%	0%	31%	28%
White	145	726	735	731	26%	23%	18%	33%	0%	33%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	84	722	735	725	32%	19%	18%	31%	0%	31%	27%
Male	75	728	739	725	21%	29%	17%	32%	0%	32%	29%
Economically Disadvantaged Students	11	722	723	708	*	*	*	*	0%	36%	13%
Non-Economically Disadvantaged Students	148	725	738	733	*	*	*	*	0%	31%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	159	725	*	726	27%	24%	18%	31%	0%	31%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

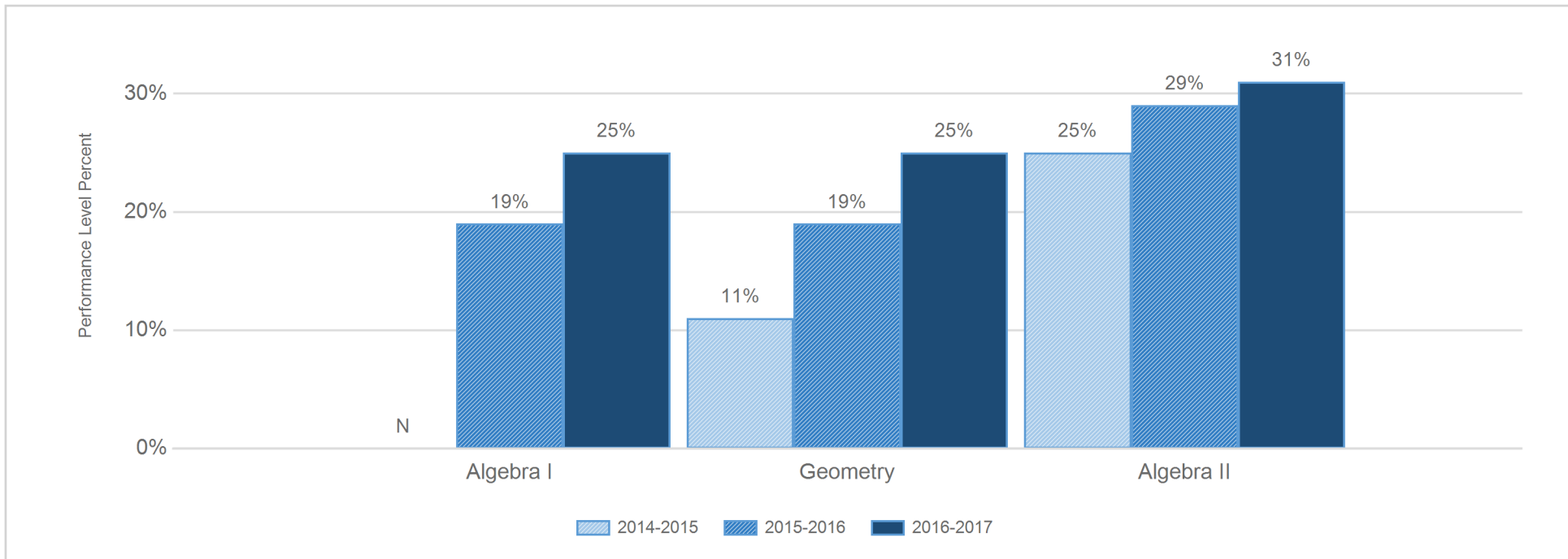


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

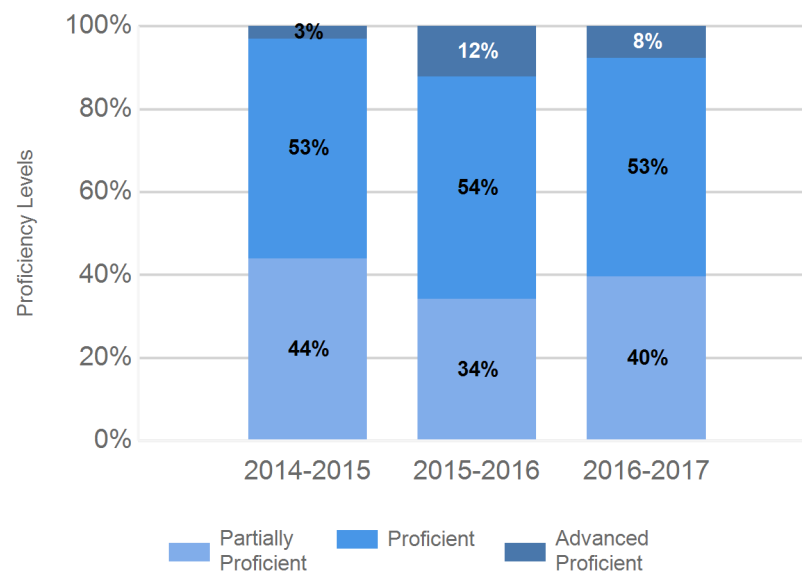
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	53%	40%
White	8%	53%	39%
Hispanic	N	36%	64%
Black or African American	10%	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	3%	36%	61%
Students with Disabilities	N	18%	82%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	30.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	491	481	Varies By Grade	76%	67%
PSAT - Math	476	483	Varies By Grade	50%	49%
SAT - Reading and Writing	569	551	480	89%	77%
SAT - Math	554	552	530	65%	58%
ACT - Reading	24	24	22	68%	65%
ACT - English	23	24	18	86%	79%
ACT - Math	23	24	22	56%	65%
ACT - Science	23	23	23	50%	54%



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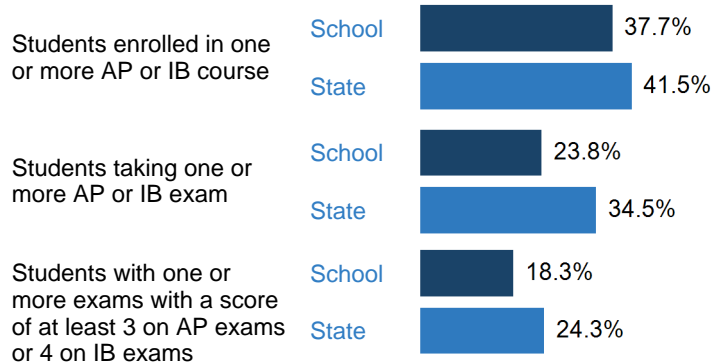
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

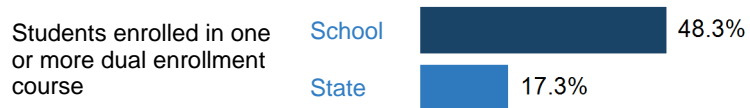
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	12
AP Calculus AB	14	7
AP Calculus BC	22	19
AP Chemistry	21	10
AP Computer Science A	0	1
AP English Language and Composition	82	70
AP English Literature and Composition	88	17
AP European History	13	5
AP Italian Language and Culture	5	3
AP Latin (Virgil Catullus and Horace)	16	9
AP Macroeconomics	32	11
AP Microeconomics	0	14
AP Music Theory	9	5
AP Physics 1	74	24
AP Physics C	18	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	8
AP Psychology	29	11
AP Spanish Language	0	5
AP Spanish Literature	7	0



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	18	10
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Dimensional	0	4
AP U.S. History	0	62
Total Exams Taken		316
Exams with scores of at least 3 on AP exams or 4 on IB exams		219



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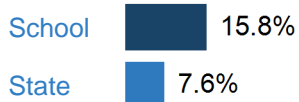
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

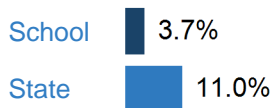
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

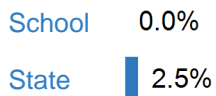
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	189	80	8	0	0	0	52
10	7	219	70	7	0	0	8
11	1	17	115	92	1	8	97
12	0	2	25	64	64	82	56
Schoolwide	197	318	218	163	65	90	213
Enrolled in AP/IB Course					34	18	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	86	0	0	189	0	6
10	220	73	0	3	1	1
11	20	199	0	0	88	13
12	40	34	0	20	137	58
Schoolwide	366	306	0	212	226	78
Enrolled in AP/IB Course	29	21		0	92	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	4	7	0	0	25
10	0	290	13	8	0	15
11	0	288	44	38	8	29
12	0	8	30	42	18	325
Schoolwide	0	590	94	88	26	394
Enrolled in AP/IB Course	0	0	32	29	0	13

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	174	25	25	14	28	0	0
10	195	16	41	19	15	0	0
11	80	9	25	19	21	0	0
12	26	8	10	22	10	0	0
Schoolwide	475	58	101	74	74	0	0
Enrolled in AP/IB Course	7	0	5	16	0	0	0
Enrolled in Level 3 or Higher	123	17	28	13	28	0	0
Earned Seal of Biliteracy	*	0	0	*	0	0	0



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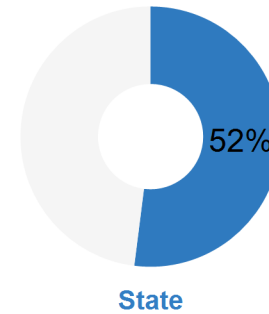
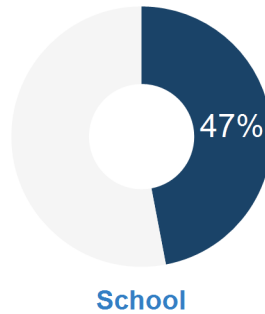
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Visual and Performing Arts – Course Participation

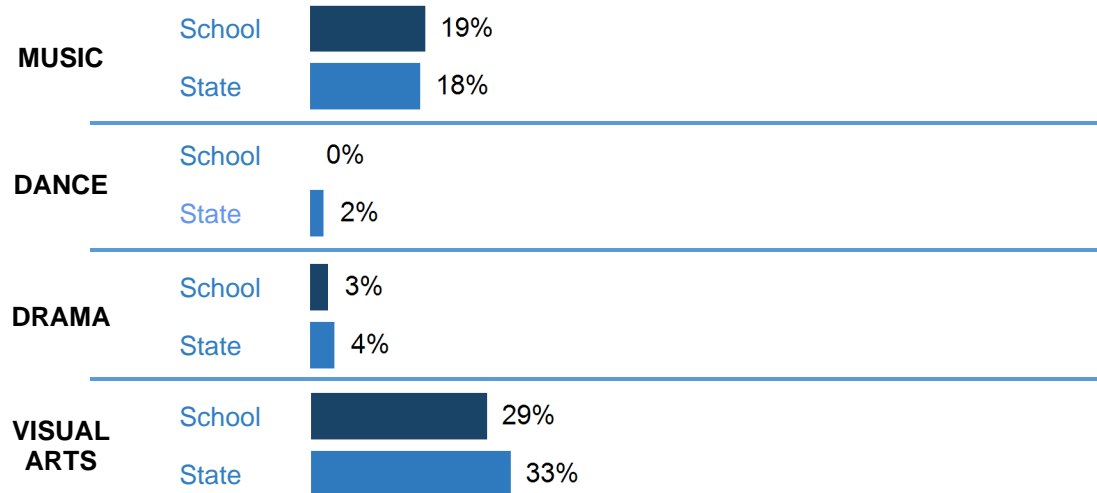
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.9%	90.5%	98.0%	91.8%	97.3%	N	Met Goal	96.1%	N	Met Goal
White	96.8%	94.5%	98.1%	95.1%	97.3%	N	Met Goal	96.2%	N	Met Goal
Hispanic	85.7%	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	80.0%	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	91.7%	83.9%	95.2%	85.6%	92.7%	86.2%	Met Target	90.5%	92.8%	Not Met
Students with Disabilities	88.0%	78.8%	89.3%	82.1%	88.9%	87.6%	Met Target	87.2%	91.9%	Not Met
English Learners	N	76.1%	N	79.7%	N	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	95.9%	-
2016	97.3%	98.0%
2015	95.4%	96.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	0.6%	1.1%
2014-2015	0.3%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	81.5%	35.6%	64.4%
White	82.6%	35.5%	64.5%
Hispanic	72.7%	37.5%	62.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.8%	44.4%	55.6%
American Indian or Alaska Native	*	0%	*
Two or More Races	N	N	N
Economically Disadvantaged Students	53.6%	60%	40%
Students with Disabilities	69.4%	60%	40%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	80.4%	35.4%	64.6%	80.1%	19.9%	58%	42%
White	80.5%	35.2%	64.9%	80.7%	19.3%	59.9%	40.1%
Hispanic	63.6%	28.6%	71.4%	85.7%	14.3%	57.1%	42.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	57.1%	45%	55%	75%	25%	55%	45%
Students with Disabilities	46.2%	83.3%	16.7%	91.7%	8.3%	91.7%	8.3%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

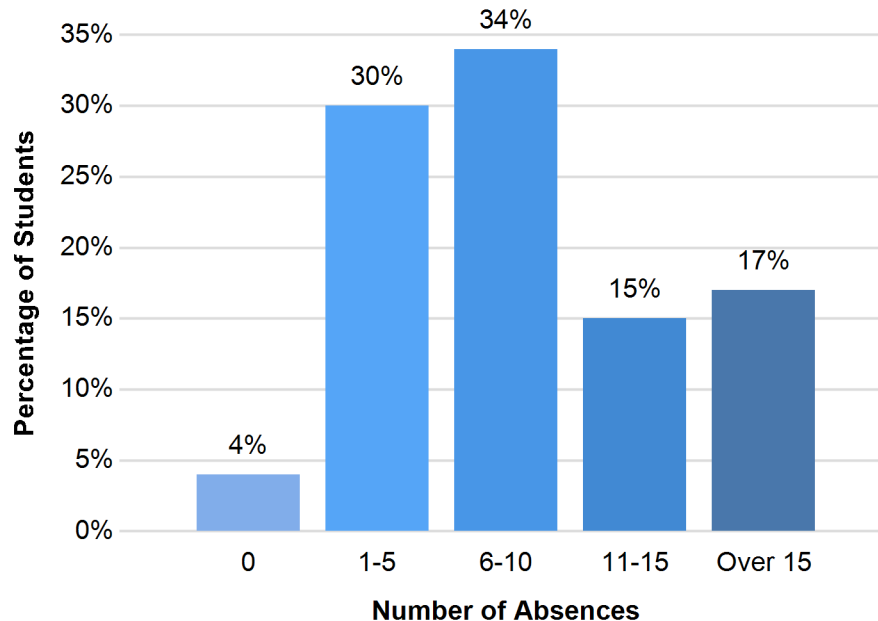
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.00	14.30	Met Target
White	13.30	14.30	Met Target
Hispanic	10.80	14.30	Met Target
Black or African American	8.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	13.60	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	25.80	14.30	Not Met
Students with Disabilities	18.40	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



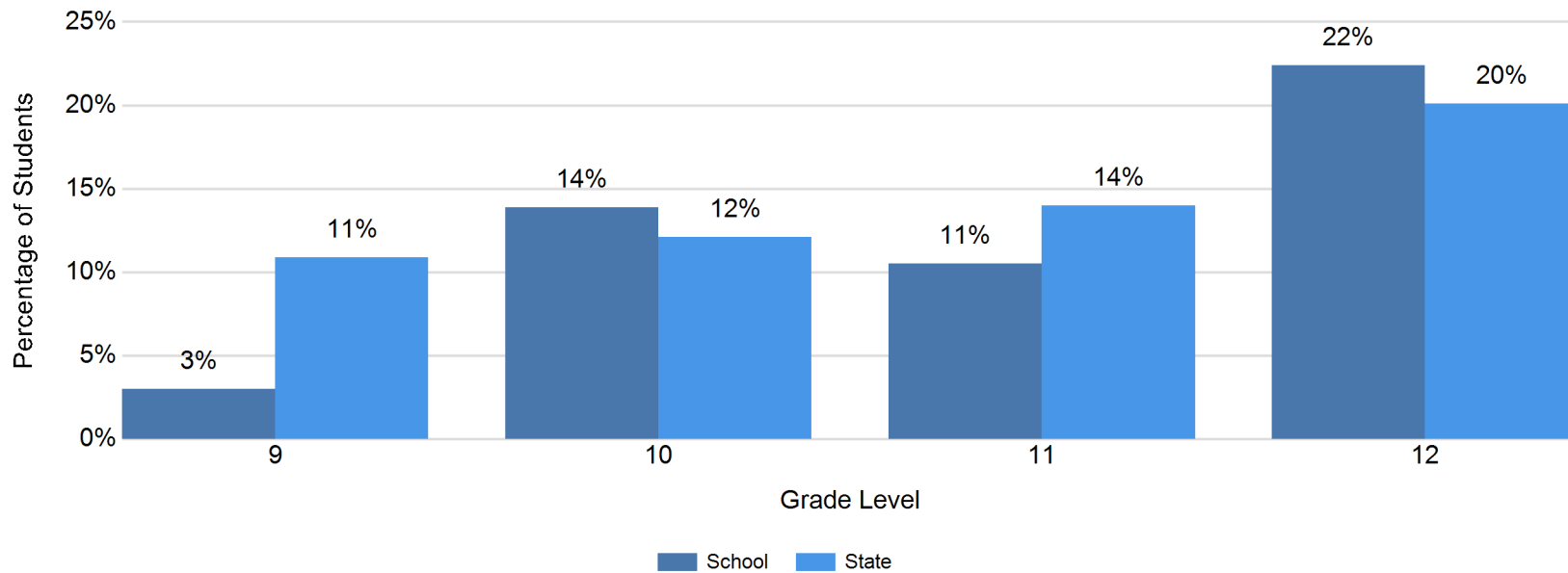


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	1
Weapons	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.6%
Out-of-School Suspensions	0.9%
Any Suspension	5.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	52.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$249	\$17,626	\$17,875



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	112	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	92%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	16.6	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	196:1	168:1
Librarian/Media Specialists		671:1
Nurses		610:1
Counselors		210:1
Child Study Team		336:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	50.4	17.5%
Mathematics Proficiency	55.8	17.5%
Graduation - 4-Year	75.8	25.0%
Graduation - 5-Year	59.9	25.0%
Chronic Absenteeism	38.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.2
Summative Rating: Percentile rank of Summative Score		59.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	58.2	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
White	49.8	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	54.1	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	53.4	6.2	No	Not Met	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	N	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Spector	Email Address:	jspector@lrhsd.org
Address:	110 CARRANZA ROAD TABERNACLE, NJ 08088	Website:	https://www.lrhsd.org/Domain/471
Phone:	(609)268-4600	Facebook:	https://www.facebook.com/LRHSDHighlights
		Twitter:	https://twitter.com/SenecaFamily

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • STEM programs such as Project Lead The Way and FIRST Robotics are an integral part of the academic program. • An ADL "No Place For Hate School" incorporates students and peer mentors to build a supportive and inclusive community. • The school community inspires students to be responsible for their actions via various tasks and activities.
 <p>Mission, Vision, Theme:</p>	<p>The recognition of academics, athletics, the arts, and community service are integral to the school's success. Seneca offers students a wide range of programs to meet every student's talents and interests. Students excel academically as measured by assessments such as SATs, AP tests and graduation rates, which are consistently above state and national averages. One of Seneca's hallmarks is a family atmosphere that fosters responsibility, collegiality, collaboration and academic risk</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Seneca is proud to have received many awards for a variety of outstanding accomplishments. Seneca is especially proud to have received the following three awards: the school receives continuous recognition for its work as a "No Place For Hate School", Student Council was recognized statewide for the Prom House 110 Carranza, and Seneca also received the Chairman's award for FIRST Robotics.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to the entire Lenape Regional High School District, Seneca High School prides itself in the unlimited amount of educational opportunities offered, which include graduation requirements and also exceeds state standards. These unlimited opportunities include AP and honors course work and course options. Course options include career exploration for any interest, from ROTC to Auto Tech, from STEM to Business, and from the Arts to Communications, and everything in between.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>With a full list of different athletic programs, Seneca is proud to have earned individual state championships in Girls Winter and Spring Track in the 4X800, as well as a sectional championship in Boys Bowling. What separates Seneca's athletics from other high schools is its fan section, the Bird's Nest. The Bird's Nest is more than just a fan following, it's a way for each and every student to participate in the school's athletic programs.</p>
 <p>Clubs and Activities:</p>	<p>Seneca is proud to have a plethora of school clubs, which cover student government, academics, the arts, and community service. The school is most proud of its peer mentorship programs, which includes partnerships with the four surrounding communities of the high school. The peer mentorship programs focus on anti-drug and alcohol platforms, anti-bullying platforms, and working alongside students with special needs.</p>
 <p>Before and After School Programs:</p>	<p>Seneca offers a variety of after school activities including tutoring, remediation, and student support. Seneca teachers are in charge of running each program. Student advisors are available both before and after school to provide additional support to students in need of help.</p>








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 <p>Staff and Professional Learning:</p>	<p>In addition to the entire Lenape Regional High School District, Seneca hosts a variety of in-service events throughout the year. Seneca uses the Research For Better Teaching Professional Development Model, which requires all certified staff to participate over a three-year period and use common planning time, which allows PLC's to formulate and discuss better teacher practices.</p>
 <p>Postsecondary Information:</p>	<p>All students in grades 9, 10 and 11 take the PSAT. This past school year 92% of Seneca High School Seniors applied to a 2 or 4-year college. Through its rigorous academic program, Seneca graduates are able to attend 2-4 year colleges, trade schools, and enroll in the military. The amount of graduating seniors that choose one of the postsecondary options listed exceeds 95%.</p>
 <p>Student Supports and Services:</p>	<p>Seneca offers a large variety of student support services. Two areas to highlight are the peer mentorship programs and the small group counseling support groups. Seneca's peer mentorship programs utilize student support from fellow students in the areas of substance abuse, harassment, intimidation, and bullying. The counseling support groups offer additional help to students struggling with a particular issue.</p>
 <p>Student Health and Wellness:</p>	<p>There are a number of opportunities for students to engage in healthy activities during the day, including physical education and interscholastic athletics. Seneca also offers a wide variety of activities during the Lunch and Learn period. Activities available to students during this time include basketball, ping pong, and weight room privileges. Seneca offers a nutritious breakfast and lunch to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Seneca is proud to utilize email, Genesis Gradebook, a mobile app, Twitter, Facebook and Instagram in order to connect with families. A volunteer parent group, the Seneca Parent Group, acts as an additional link between the school and community. The Seneca Parent Group's main focuses are to communicate the different events taking place in the school and to encourage safe and healthy life choices for Seneca students.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School climate surveys have been used through the Middles States Accreditation Process.</p>
 <p>Facilities:</p>	<p>The Seneca High School building is 15 years old and located in the Pine Barrens National Preserve. The facilities match the beauty of where the school is located. The building includes dedicated rooms for the arts, family and consumer science, business, science, STEM, and technology. A television studio, a woodshop, and an auto shop are available to be used by students. The school is up to date with modern technology needed to support the school's curriculum</p>



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School Narrative

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



Other Information:

Students excel academically as measured by assessments such as the SATs, AP tests and graduation rates, which are all consistently above state and national averages and reflective of the district as a whole. One of Seneca's hallmarks is its family atmosphere that fosters responsibility, collegiality, collaboration and academic risk. Academic pep rallies, an open campus lunch and Seneca's post prom party "Prom House 110 Carranza" are examples of the many ways that Seneca inspires a school community to explore their interests, passions, and goals while continuing to take responsibility for their actions. In addition to these programs Seneca continues to host a FIRST Robotics competition. Seneca is excited about its partnership with Lockheed Martin in creating a Project Lead the Way (PLTW) classroom and its focus on Environmental Sustainability.

Students participate in peer mentorship programs within the school and with the local schools in the district. Students participate in Cultural Interaction Days, which is a day in the life program to foster understanding among different cultures. The school also immersed itself in the No Place For Hate campaign, a program dedicated to increasing the appreciation for diversity and build communities of respect. Seneca's Air Force JROTC program continues to be a success presenting the nation's colors at school and community events. The JROTC was recognized by the Air Force as a program that exceeds standards.



Shawnee High School
2016-2017


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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Shawnee High School
2016-2017**

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	398	390	378
10	398	402	390
11	386	378	393
12	398	382	380
Ungraded	17	22	15
Total	1597	1574	1556

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	48%
Male	51%	53%	52%
Economically Disadvantaged Students	7%	6%	6%
Students with Disabilities	13%	10%	10%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	91.5%
Asian	3.4%
Hispanic	3.3%
Black or African American	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1556
Shared Time Students	0
Full Time Equivalent	1556

Enrollment by Home Language

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

Home Language	% of Students
English	96.4%
Spanish	1.3%
Other	2.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	706	94.7	59.80	54.30	54.90	59.4	48.8	Met Target
White	641	94.3	60.30	54.90	63.90	59.8	49.1	Met Target
Hispanic	22	100.0	27.30	37.90	39.80	27.3	38.3	Met Target†
Black or African American	16	94.4	56.30	39.10	35.20	55.6	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	74.00	*	80.70	74	65.9	Met Target
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	N	N	N	55.60	54.90	N	**	**
Female	334	94.2	68.90	62.80	62.20	68.2		
Male	372	95.1	51.60	46.30	48.10	51.6		
Economically Disadvantaged Students	41	93.5	43.90	33.80	36.20	*	35.1	Met Target
Non-Economically Disadvantaged Students	665	94.8	60.70	56.80	65.80	*		
Students with Disabilities	69	97.2	*	14.90	20.50	*	17.5	Not Met
Students without Disabilities	637	94.4	*	61.00	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	375	762	753	749	5%	6%	17%	57%	15%	72%	52%
White	341	763	754	757	3%	6%	18%	57%	15%	72%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	10	742	736	730	*	0%	0%	*	0%	70%	30%
Asian, Native Hawaiian, or Pacific Islander	16	773	*	777	0%	0%	*	75%	*	94%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	178	769	760	756	*	*	12%	61%	21%	82%	60%
Male	197	756	747	741	*	*	22%	54%	10%	64%	43%
Economically Disadvantaged Students	22	746	731	731	*	0%	*	55%	*	59%	32%
Non-Economically Disadvantaged Students	353	763	756	758	*	6%	*	58%	*	73%	62%
Students with Disabilities	40	718	720	714	*	*	*	*	*	*	13%
Students without Disabilities	335	767	759	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	351	746	747	743	12%	15%	27%	35%	11%	47%	46%
White	316	746	746	749	11%	15%	27%	36%	11%	47%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	163	753	754	752	11%	10%	25%	40%	15%	55%	54%
Male	188	740	739	734	12%	19%	29%	31%	9%	40%	39%
Economically Disadvantaged Students	17	719	730	726	*	*	*	*	0%	24%	32%
Non-Economically Disadvantaged Students	334	748	749	751	*	*	*	*	12%	48%	54%
Students with Disabilities	25	712	706	704	*	*	*	*	*	*	12%
Students without Disabilities	326	749	753	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	351	746	747	745	12%	15%	27%	35%	11%	47%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	300	720	722	736	28%	27%	27%	*	*	17%	38%
White	272	720	722	738	28%	27%	28%	*	*	17%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	131	724	729	744	23%	30%	27%	*	*	21%	46%
Male	169	716	716	729	32%	25%	28%	*	*	15%	31%
Economically Disadvantaged Students	23	711	714	729	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	277	720	723	740	*	*	*	*	*	17%	42%
Students with Disabilities	37	711	708	709	41%	*	27%	*	*	11%	12%
Students without Disabilities	263	721	724	741	26%	*	27%	*	*	18%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

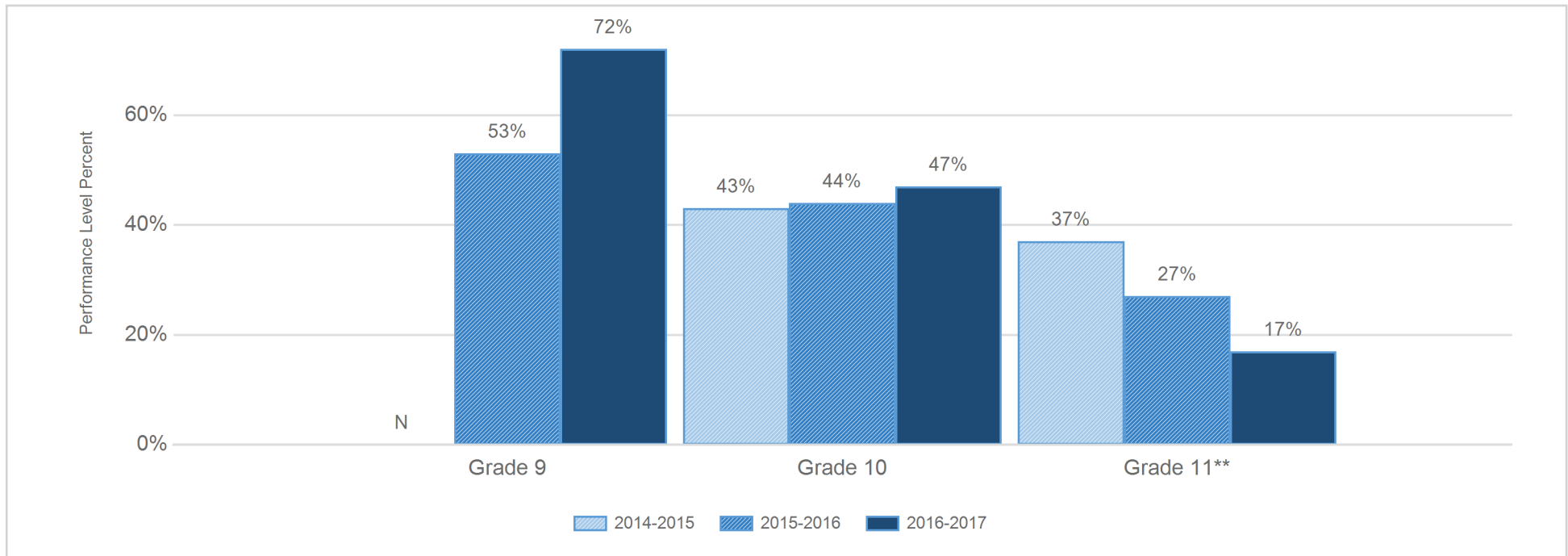


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	684	94.4	45.00	38.10	43.50	44.7	40	Met Target
White	621	94.0	46.10	39.10	52.40	45.4	40.7	Met Target
Hispanic	22	100.0	18.20	20.80	27.60	18.2	29.7	Met Target†
Black or African American	16	94.4	25.10	15.20	21.70	24.7	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	56.00	*	75.60	56	51.8	Met Target
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	N	N	N	25.00	44.90	N	**	**
Female	322	93.0	50.00	39.60	44.10	48.8		
Male	362	95.7	40.60	36.70	42.90	40.6		
Economically Disadvantaged Students	41	95.6	29.20	15.40	25.10	*	19.9	Met Target
Non-Economically Disadvantaged Students	643	94.3	46.10	41.10	54.30	*		
Students with Disabilities	69	98.6	*	*	16.50	*	8.5	Met Target†
Students without Disabilities	615	94.0	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	364	748	735	743	8%	18%	26%	42%	6%	48%	42%
White	322	749	737	751	8%	17%	26%	44%	6%	49%	52%
Hispanic	15	713	*	728	*	*	*	*	0%	13%	24%
Black or African American	14	737	*	724	*	*	*	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	13	764	*	774	0%	0%	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	173	750	738	744	*	15%	22%	51%	*	55%	43%
Male	191	745	732	741	*	20%	30%	34%	*	41%	40%
Economically Disadvantaged Students	30	735	722	727	*	40%	*	*	*	27%	23%
Non-Economically Disadvantaged Students	334	749	737	751	*	16%	*	*	*	49%	52%
Students with Disabilities	55	713	714	714	*	*	*	*	*	*	10%
Students without Disabilities	309	754	740	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	731	732	734	*	31%	36%	22%	*	23%	30%
White	206	731	733	740	*	30%	36%	23%	*	24%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	103	733	733	735	*	27%	37%	24%	*	26%	31%
Male	121	729	730	733	*	34%	36%	20%	*	21%	30%
Economically Disadvantaged Students	16	713	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	208	732	734	740	*	*	*	*	*	*	39%
Students with Disabilities	31	707	710	711	*	*	*	*	*	*	*
Students without Disabilities	193	734	736	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	224	731	732	735	*	31%	36%	22%	*	23%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	292	730	737	725	25%	23%	*	32%	*	33%	28%
White	266	729	735	731	26%	23%	*	31%	*	33%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	137	728	735	725	23%	*	*	30%	*	31%	27%
Male	155	731	739	725	27%	*	*	33%	*	35%	29%
Economically Disadvantaged Students	18	711	723	708	*	*	*	*	*	11%	13%
Non-Economically Disadvantaged Students	274	731	738	733	*	*	*	*	*	35%	35%
Students with Disabilities	13	701	713	692	*	*	*	*	*	*	*
Students without Disabilities	279	731	738	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	292	730	*	726	25%	23%	*	32%	*	33%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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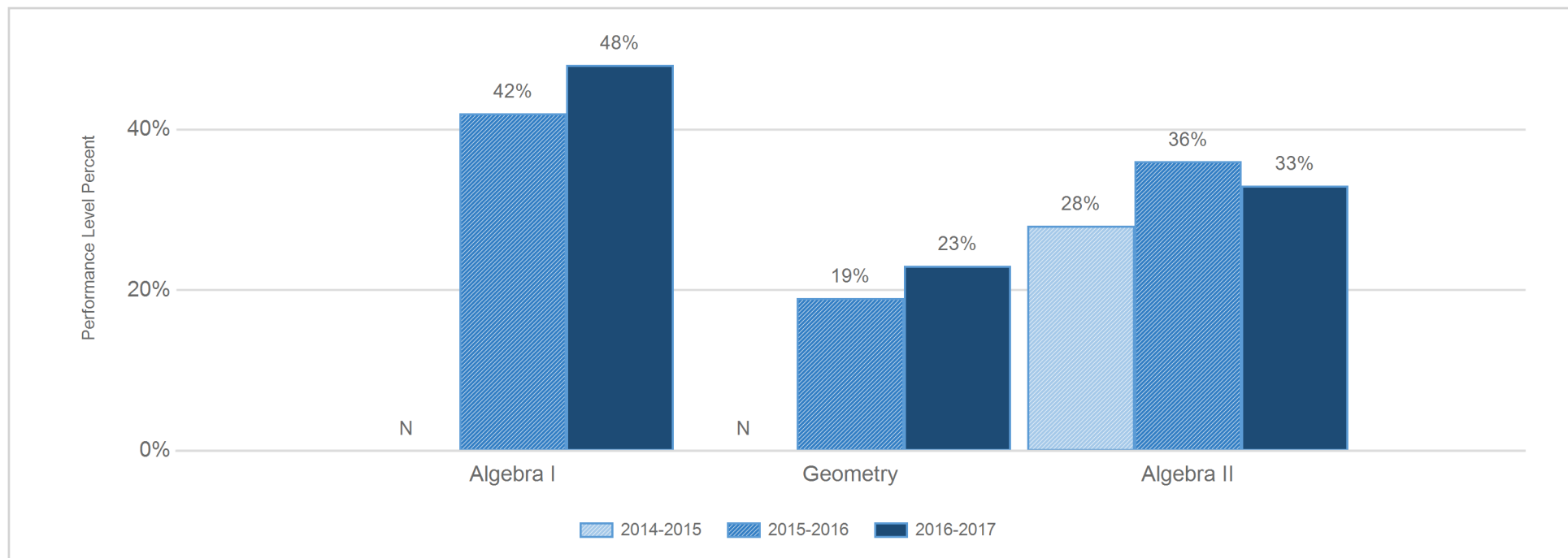


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

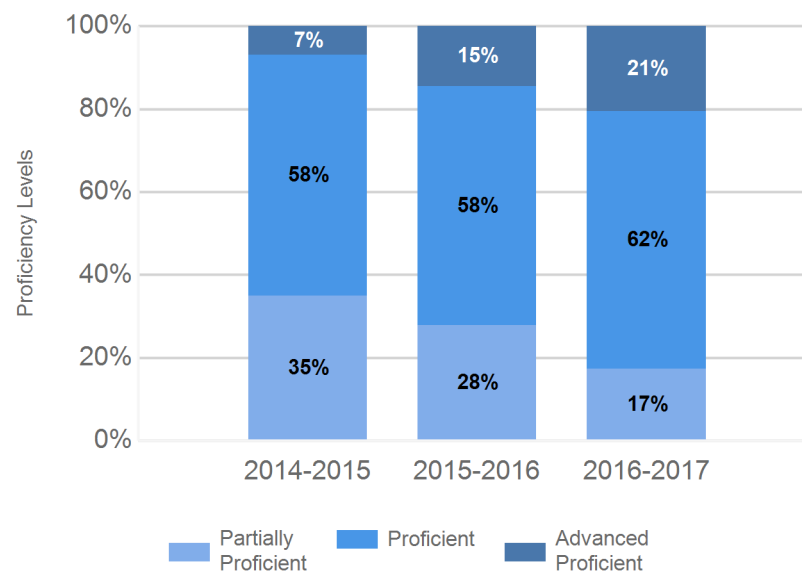
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	21%	62%	17%
White	21%	63%	16%
Hispanic	21%	50%	29%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	25%	*	17%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	12%	52%	36%
Students with Disabilities	3%	31%	66%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	39.5%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	521	481	Varies By Grade	86%	67%
PSAT - Math	511	483	Varies By Grade	66%	49%
SAT - Reading and Writing	588	551	480	92%	77%
SAT - Math	583	552	530	70%	58%
ACT - Reading	24	24	22	63%	65%
ACT - English	24	24	18	85%	79%
ACT - Math	23	24	22	58%	65%
ACT - Science	23	23	23	56%	54%



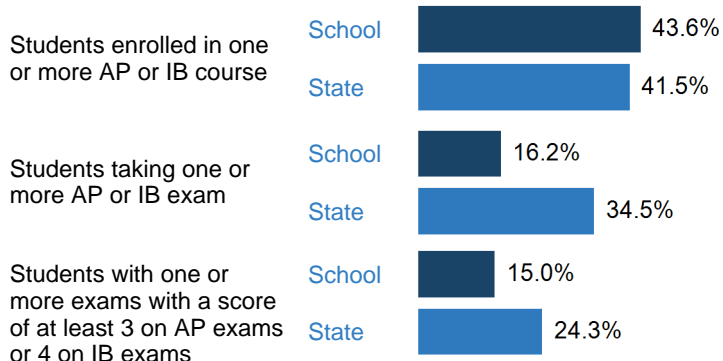
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	42	9
AP Calculus AB	85	42
AP Calculus BC	16	9
AP Chemistry	60	17
AP Computer Science A	0	1
AP English Language and Composition	95	45
AP English Literature and Composition	70	12
AP German Language and Culture	0	1
AP Italian Language and Culture	36	0
AP Latin (Virgil Catullus and Horace)	27	8
AP Macroeconomics	43	14
AP Microeconomics	0	15
AP Physics 1	45	13
AP Physics C	24	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	57	33
AP Spanish Language	5	1
AP Statistics	39	15
AP Studio Art—Two-Dimensional	17	1



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	0	18
AP World History	7	4
Total Exams Taken		260
Exams with scores of at least 3 on AP exams or 4 on IB exams		228



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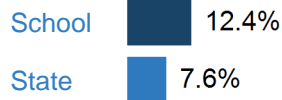
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

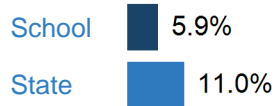
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

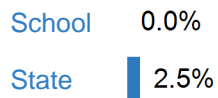
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	326	118	19	0	0	0	46
10	6	271	179	20	0	0	7
11	0	10	149	171	24	25	55
12	2	2	33	115	164	39	44
Schoolwide	334	401	380	306	188	64	152
Enrolled in AP/IB Course					101	39	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	143	0	0	241	0	3
10	260	150	0	2	0	5
11	63	281	0	5	67	5
12	63	44	0	11	144	88
Schoolwide	529	475	0	259	211	101
Enrolled in AP/IB Course	42	60		0	69	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	0	37
10	1	393	10	14	0	15
11	3	396	57	54	0	27
12	3	6	42	66	27	380
Schoolwide	7	795	109	134	27	459
Enrolled in AP/IB Course	7	0	43	57	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	223	30	67	39	27	0	0
10	226	22	75	43	32	0	0
11	90	16	72	36	18	0	0
12	23	15	26	29	2	0	0
Schoolwide	562	83	240	147	79	0	0
Enrolled in AP/IB Course	5	0	36	27	0	0	0
Enrolled in Level 3 or Higher	131	32	107	33	18	0	0
Earned Seal of Biliteracy	*	0	*	20	0	0	0



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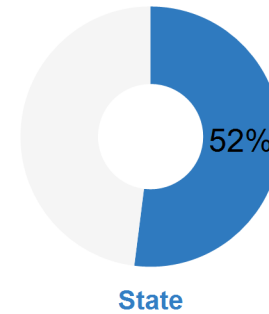
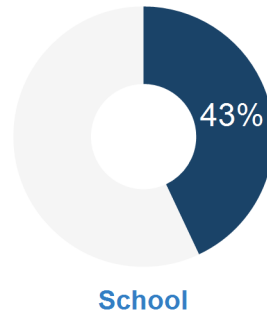
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Visual and Performing Arts – Course Participation

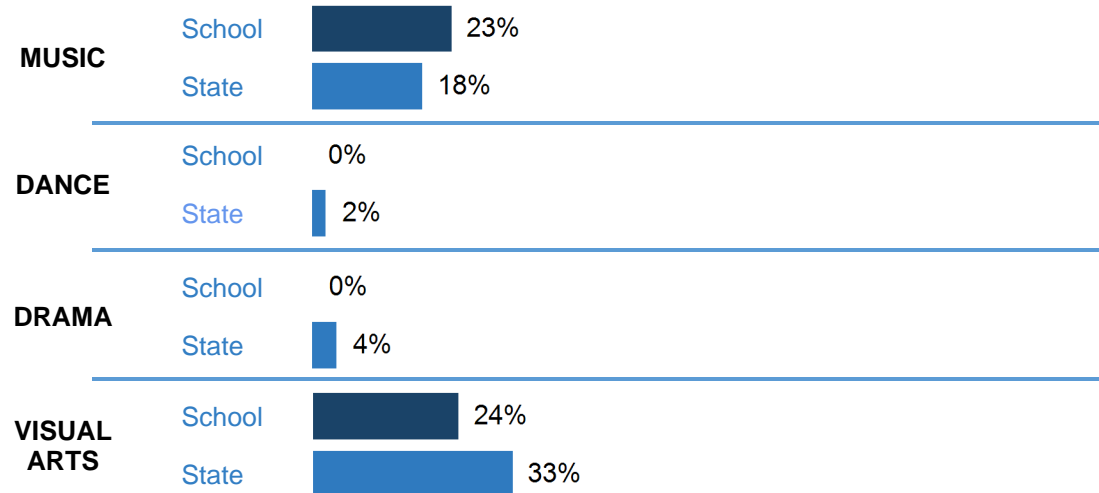
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.5%	90.5%	98.7%	91.8%	97.7%	N	Met Goal	98.1%	N	Met Goal
White	98.6%	94.5%	99.2%	95.1%	98.4%	N	Met Goal	98.0%	N	Met Goal
Hispanic	*	84.3%	90.0%	86.3%	90.0%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	93.8%	83.9%	97.3%	85.6%	91.9%	N	N	94.7%	**	**
Students with Disabilities	92.7%	78.8%	92.6%	82.1%	88.9%	91.7%	Not Met	91.5%	90.8%	Met Target
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.5%	-
2016	97.7%	98.7%
2015	97.6%	98.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.2%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	90.5%	23.1%	76.9%
White	90.9%	24%	76%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	63.2%	33.3%	66.7%
Students with Disabilities	71.9%	65.2%	34.8%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.2%	20.7%	79.3%	66.5%	33.5%	43.7%	56.3%
White	87.1%	18.7%	81.3%	64.6%	35.4%	42%	58%
Hispanic	81.8%	66.7%	33.3%	100%	0%	77.8%	22.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.3%	16.7%	83.3%	66.7%	33.3%	41.7%	58.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	82.1%	52.2%	47.8%	87%	13%	87%	13%
Students with Disabilities	79.4%	66.7%	33.3%	81.5%	18.5%	74.1%	25.9%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

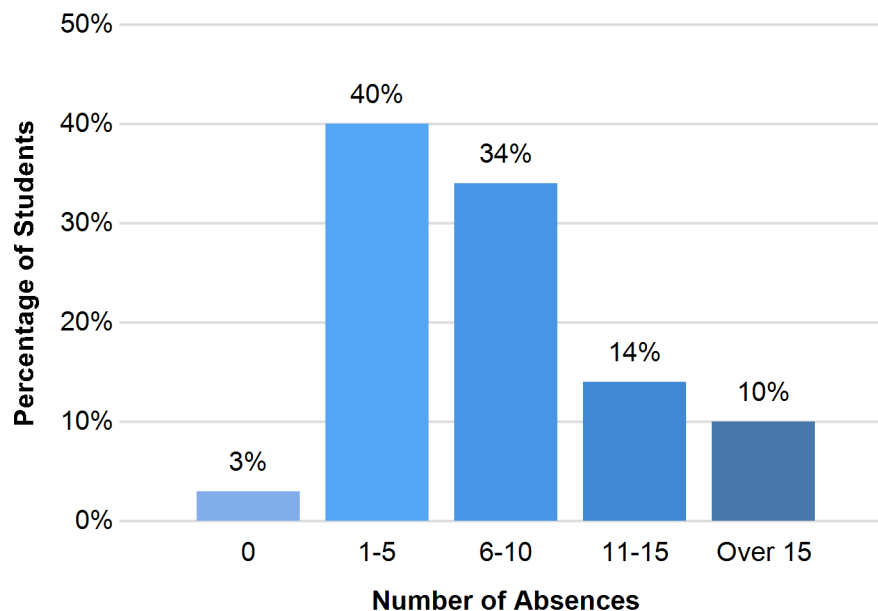
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	14.30	Met Target
White	7.50	14.30	Met Target
Hispanic	4.00	14.30	Met Target
Black or African American	6.70	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.80	14.30	Not Met
Students with Disabilities	17.80	14.30	Not Met
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



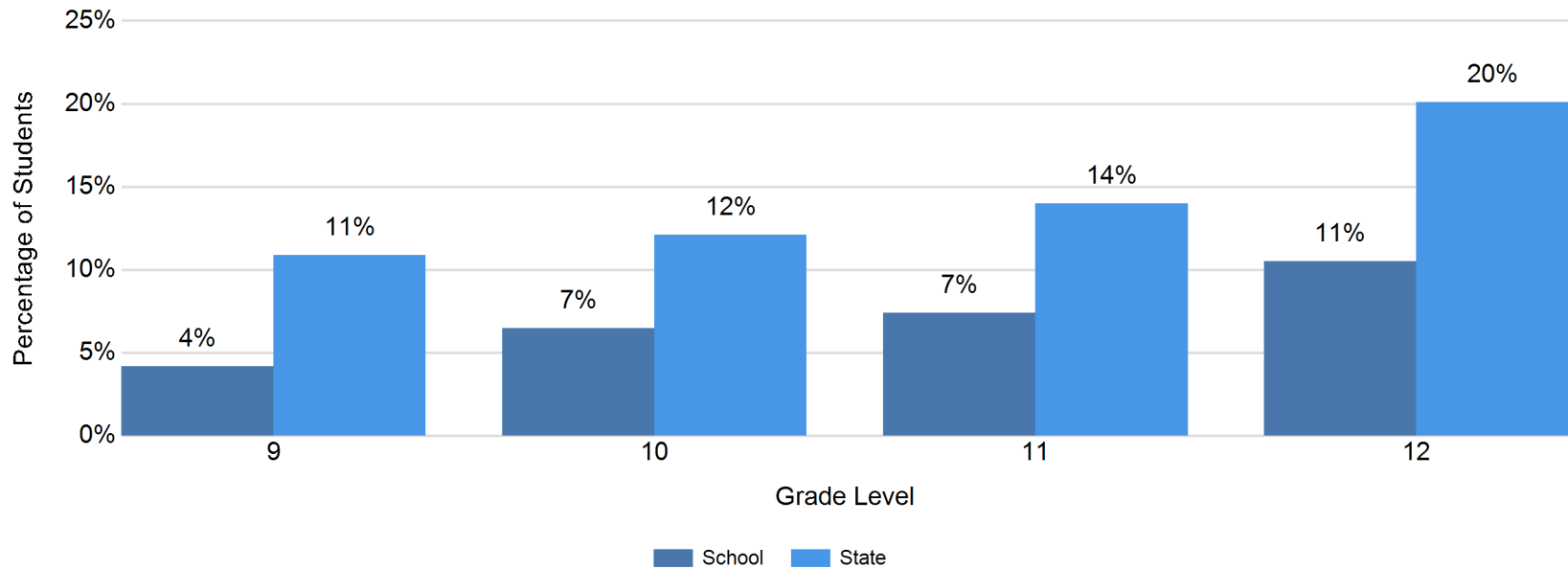


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:20AM
Typical End Time	2:25PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	9
Vandalism	2
Weapons	1
Substances	13
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	1.61

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.4%
Out-of-School Suspensions	0.5%
Any Suspension	4.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	52.1 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$249	\$17,626	\$17,875



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	124	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	16.6	11.6
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	222:1	168:1
Librarian/Media Specialists		671:1
Nurses		610:1
Counselors		210:1
Child Study Team		336:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	62.3	17.5%
Mathematics Proficiency	72.1	17.5%
Graduation - 4-Year	80.3	25.0%
Graduation - 5-Year	80.5	25.0%
Chronic Absenteeism	71.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.4
Summative Rating: Percentile rank of Summative Score		80.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	74.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	75.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	73.8	6.2	No	Met Target	Met Target	Not Met	N	**	No
Students with Disabilities	61.2	6.2	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	N	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Campbell	Email Address:	mcampbell@lrhsd.org
Address:	600 TABERNACLE ROAD MEDFORD, NJ 08055-9701	Website:	https://www.lrhsd.org/Domain/213
Phone:	(609)654-7544	Facebook:	https://www.facebook.com/LRHSDHighlights
		Twitter:	https://twitter.com/ShawneeHSNJ

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The marching band won the NJ State Group IV Open Championship. • Shawnee students continue to excel on the AP exams with 93% of its students receiving a score of 3 or higher. • 93% of the Class of 2017 went on to attend a 2 or 4-year post-secondary program
 <p>Mission, Vision, Theme:</p>	<p>Shawnee’s mission is to recognize that academics, athletics, culture and the arts as well as community service are integral to success in high school and beyond, Shawnee High School offers students a wide range of programs to meet every student’s talents and interests. The high school’s goal is to offer an academic and extra- curricular program that exceeds national standards and develops students into life-long learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Shawnee is proud to be designated a No Place for Hate school for the 5th consecutive year by the Anti-Defamation League. Shawnee High School student academic achievement is consistently above state and national averages, which is reflective of the district as a whole. 10 members of the Class of 2017 were recognized for their performance on the PSAT by being named commended scholars. Shawnee students continue to excel on the AP exams with 93% of its students receiving a score of 3 or higher.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Shawnee has levels of instruction ranging from pull out replacement courses to AP courses designed to suit the needs of all levels of learners. Shawnee is in year 3 of a 4 year STEM cohort program. All courses operate with in the LRHSD's Understanding by Design (UbD) Curriculum model and all teachers are trained in the latest methodologies supported by the Research for Better Teaching.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Shawnee student-athletes have received regional and state team awards. In 2016-2017 Shawnee won the NJ State Group IV Championship in Boys Golf and two South Jersey Group IV sectional champions in Boys Bowling and Boys Basketball. The athletic teams excelled winning eight Olympic Conference Championships in other sports. Additionally, 40 members of the Class of 2017 continued their athletic careers at the collegiate level.</p>
 <p>Clubs and Activities:</p>	<p>Shawnee's athletics, arts and extra-curricular programs encourage students to participate in activities that broaden their horizons beyond the classroom. Three students from Shawnee's Family, Career and Community Leaders of America won medals at the national competition held in Nashville. The marching band won the NJ State Group IV Open Championship. The performing arts program thrived with its renditions of Auntie Mame and Sister Act. The jazz band placed 5th at the Cavalcade Tri-State circuit.</p>
 <p>Before and After School Programs:</p>	<p>Shawnee offers various options for students' academic and emotional support through its counseling center. Teachers are available before, during, and after school for extra help. The counseling center runs a variety of support groups designed to address the various need of students.</p>








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 <p>Staff and Professional Learning:</p>	<p>Shawnee teachers make the most of their Common Planning Time to further individualize professional development, such as the creation and implementation of progress assessments and grading rubrics. Each of the school’s curriculum writers are trained in the Understanding by Design format and all teachers are trained in the Research for Better Teaching model to allow for the most effective instruction.</p>
 <p>Postsecondary Information:</p>	<p>93% of the Class of 2017 went on to attend a 2 or 4-year post-secondary program. All students at Shawnee take the PSAT in October to help prepare them for the SAT or ACT. Our Naviance program helps the students identify post-secondary schools that are the best fit for them. The counseling center works closely with the students during their college application and financial aid process, offering workshops for both.</p>
 <p>Student Supports and Services:</p>	<p>Shawnee has a peer-tutoring program that is run through the National Honor Society to help students with academic struggles. Shawnee also utilizes its Intervention and Referral System (I&RS) and counseling support groups to assist its students. Teachers are available for students to provide extra help during the School’s 50 minute Community Lunch and Learn each day. Shawnee’s Multiple Disabled and Autism programs are thriving, providing each student with specific supports and services.</p>
 <p>Student Health and Wellness:</p>	<p>Shawnee offers a variety of opportunities for students to engage in activities that promote a healthy lifestyle in the mandated Health and Physical Education program. Shawnee also offers a nutritious breakfast and lunch throughout the school day.</p>
 <p>Parent and Community Involvement:</p>	<p>Shawnee has a very active booster club for its sports and activities. Parents can have access to their child’s academic progress via the Genesis Gradebook online information portal. Shawnee helps keep the information about the school’s happenings available through the uses of Twitter and Instagram, as well as weekly emails updating the Five Things You Need to Know at Shawnee. Shawnee is also proud to engage parents through its parent group.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Shawnee implemented a school climate survey during its Middle States Accreditation process.</p>
 <p>Facilities:</p>	<p>Situated on a parcel of land in the southeastern end of Medford Township, in the heart of the Pinelands, Shawnee High School was dedicated in 1971. A construction project in the early 1990s expanded the facilities. In 2009, the district completed a second construction and renovation project, which included the addition of an auditorium, art and band rooms, and science labs. Shawnee is up to date with modern technology needed to support the school curriculum.</p>



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Other Information:

Shawnee operates on a 4-day rotating period schedule with periods of 57 minutes in duration. The day is split in two wheels around a 50-minute Community Lunch and Learn Period. This period allows students to develop time management skills as they are given the freedom to use their time on campus as they see fit. Shawnee High School recognizes the importance and need of technology within a school environment. In order to keep students acclimated with the constant advancements of technology Shawnee offers unique technology courses. These courses include Architectural Design, Drafting and Design, Electronics Technology, Engineering Drawing, Technology Today, and many more. Shawnee's Media Center also provides students with all of the technology resources that they need, including, online research databases, quick references, and other professional links. Shawnee clubs that also support education in technology include the Media Tech Club and the Technology Student Association (TSA). Student members of these clubs are given extra time outside of the classroom to express their passions and interests in the field of technology. Shawnee strives to continue to keep co-curricular activities a place where students can apply academic discipline, develop and test career goals, be of service to themselves and others, and, in short, make long strides in maturing into a healthy, well-rounded person. In addition, activities are a great source of social contact and enjoyment for Shawnee students.