



State of New Jersey
2015-2016

Grade Span 09-12

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

2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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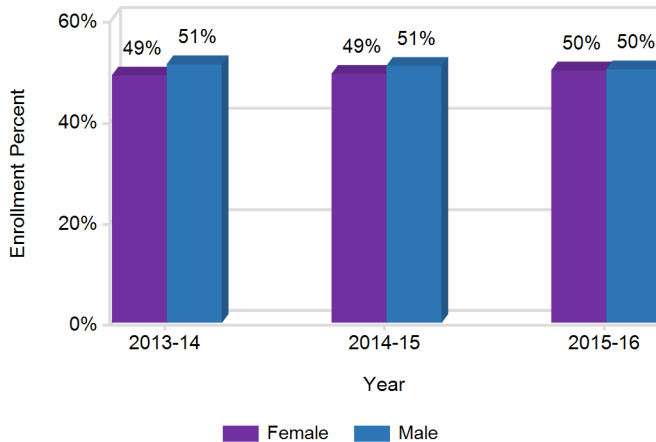
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	568	540	527
Grade 10	544	559	537
Grade 11	538	525	562
Grade 12	549	539	519
UG	20	42	35
Total	2219	2205	2180

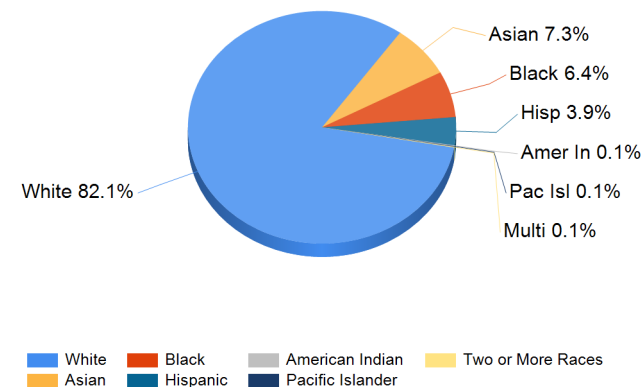
Enrollment by Gender

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



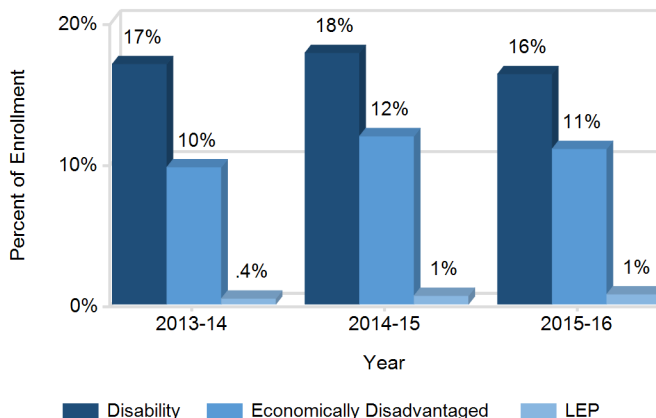
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	93.0%
Spanish	1.4%
Gujarati	1.1%
Korean	0.9%
Chinese	0.8%
Other	2.3%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	S	52
Mathematics Met or Exceeded Expectations	33%	S	63

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1009	52%	52	95%	✓	952	33%	63	95%	✓
White	805	54%	40	94%	✗	762	33%	49	95%	✓
African American	69	28%	40	91%	✗	69	15%	62	91%	✓
Hispanic	44	48%	62	100%	✓	42	31%	78	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	87	58%	31	99%	✓	75	53%	56	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	169	13%	55	92%	✗	165	7%	66	92%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	115	31%	39	96%	✓	112	21%	67	95%	✓



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	490	750	748	746	8%	14%	23%	46%	9%	56%	49%
White	380	751	748	754	7%	13%	22%	50%	8%	58%	58%
African American	39	735	734	729	13%	23%	39%	23%	3%	26%	30%
Hispanic	22	753	739	730	9%	18%	18%	36%	18%	55%	34%
Asian	46	760	760	774	7%	11%	17%	44%	22%	65%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	716	713	S	S	S	S	S	S	12%
English Language Learners	S	S	714	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	52	737	731	729	19%	25%	21%	27%	8%	35%	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	514	746	745	740	13%	16%	21%	38%	11%	49%	44%
White	419	747	746	747	12%	16%	21%	40%	12%	52%	50%
African American	31	726	730	722	26%	26%	19%	26%	3%	29%	28%
Hispanic	S	S	730	726	S	S	S	S	S	S	33%
Asian	41	757	768	767	10%	15%	27%	29%	20%	49%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	81	713	708	702	33%	31%	22%	14%	N	14%	11%
English Language Learners	S	S	706	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	63	722	726	723	30%	24%	19%	21%	6%	27%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	436	727	727	736	21%	25%	29%	23%	3%	26%	40%
White	360	726	727	739	20%	26%	29%	23%	3%	25%	42%
African American	34	723	717	728	18%	32%	29%	21%	N	21%	30%
Hispanic	15	718	719	732	33%	13%	40%	13%	N	13%	37%
Asian	27	744	737	753	22%	7%	26%	30%	15%	44%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	82	713	711	710	29%	35%	24%	11%	N	11%	13%
English Language Learners	S	S	720	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	53	721	719	730	28%	19%	36%	15%	2%	17%	33%

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

**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.



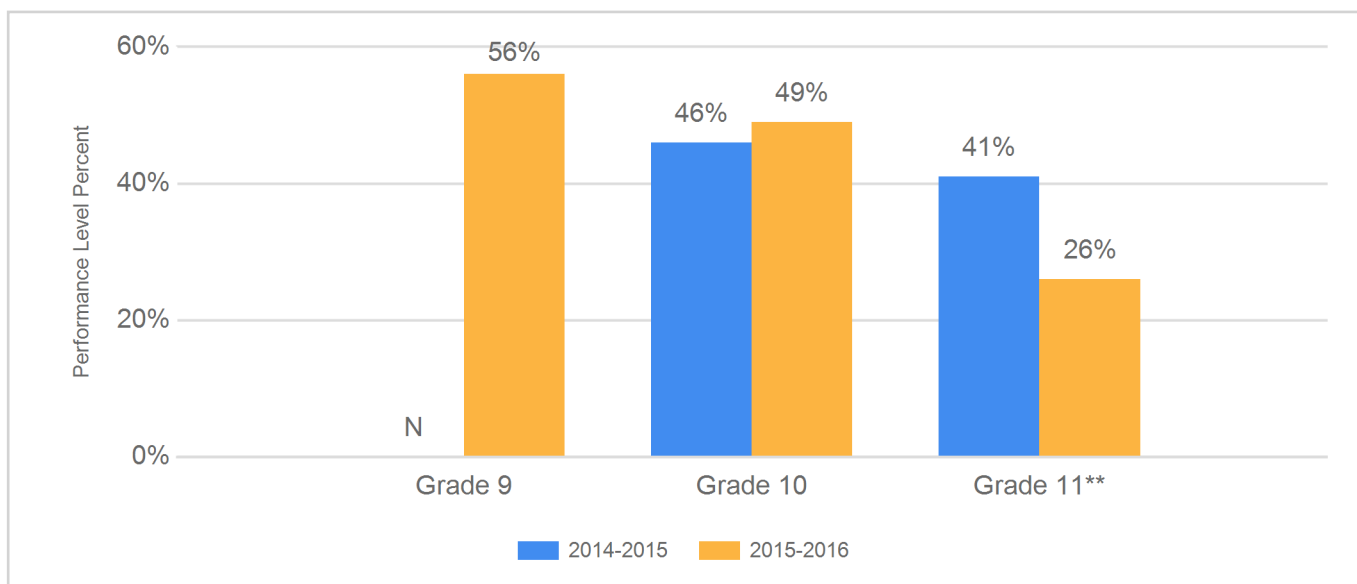
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	502	732	732	727	13%	23%	35%	29%	0%	29%	41%
White	399	733	734	734	12%	22%	37%	30%	0%	30%	51%
African American	S	S	718	717	S	S	S	S	S	S	20%
Hispanic	23	727	725	720	22%	22%	30%	26%	N	26%	25%
Asian	30	749	743	746	3%	17%	20%	60%	N	60%	76%
American Indian	S	S	723	726	S	S	S	S	S	S	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	710	708	S	S	S	S	S	S	10%
English Language Learners	S	S	734	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	67	721	719	719	24%	31%	27%	18%	N	18%	23%

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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	344	726	730	730	11%	31%	46%	13%	N	13%	27%
White	281	727	731	736	9%	31%	47%	13%	N	13%	34%
African American	28	724	724	717	18%	25%	43%	14%	N	14%	9%
Hispanic	S	S	723	720	S	S	S	S	S	S	13%
Asian	16	729	741	750	N	31%	56%	13%	N	13%	61%
American Indian	S	S	718	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	713	709	S	S	S	S	S	S	5%
English Language Learners	S	S	725	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	48	722	723	719	13%	29%	46%	13%	N	13%	12%

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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	402	739	737	722	12%	21%	29%	36%	3%	39%	27%
White	332	736	735	728	13%	22%	28%	35%	2%	37%	31%
African American	20	733	725	700	10%	30%	40%	20%	N	20%	8%
Hispanic	S	S	736	707	S	S	S	S	S	S	12%
Asian	35	765	764	754	N	9%	31%	49%	11%	60%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	28	721	711	690	25%	25%	36%	11%	4%	14%	5%
English Language Learners	S	S	766	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	36	734	730	705	11%	22%	44%	19%	3%	22%	11%

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 ■ Exceeded Expectations



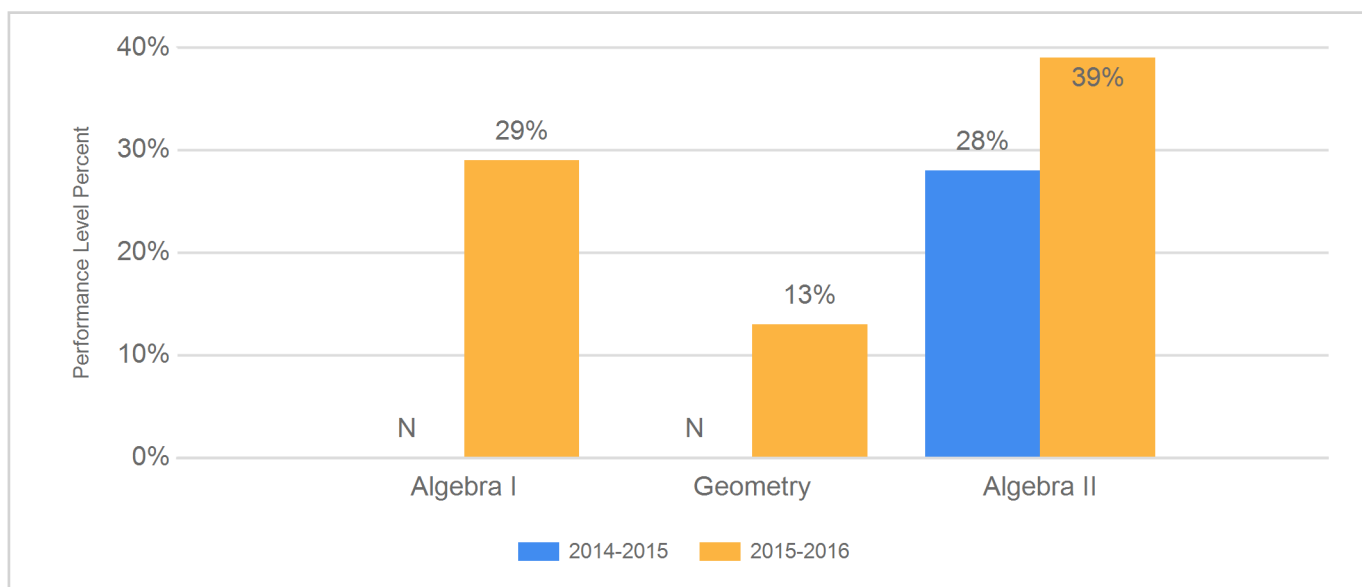
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PARCC Math Performance Trends

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



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

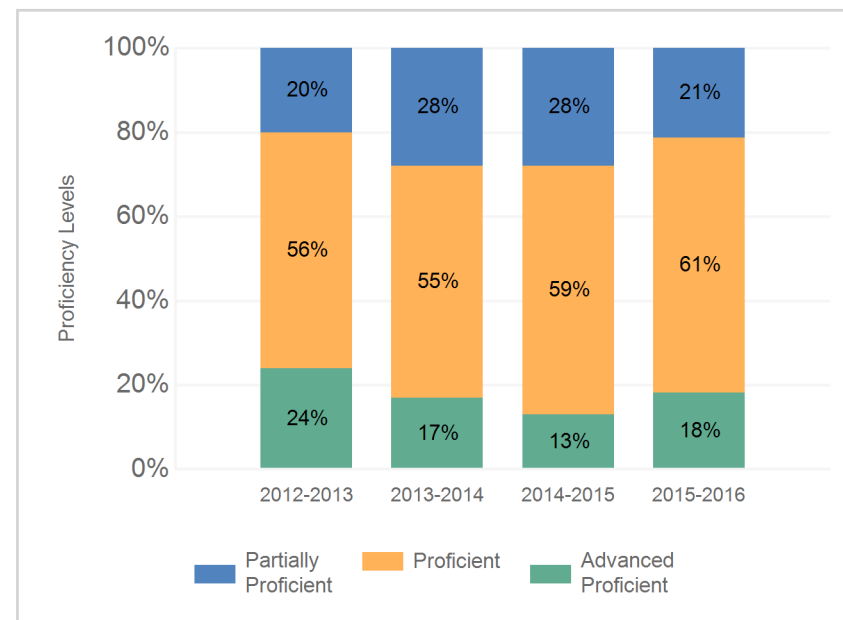
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	18%	61%	21%
White	17%	63%	20%
African American	14%	57%	30%
Hispanic	17%	46%	38%
American Indian	S	S	S
Asian	31%	51%	18%
Two or More Races	S	S	S
Students with Disability	5%	38%	57%
English Language Learners	S	S	S
Economically Disadvantaged Students	6%	54%	40%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	62.6%	58.0%
Percent of Students Participating in ACT	19.3%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	85%	71%
Math	530	69%	53%
ACT	-	-	-
Reading	22	65%	58%
English	18	83%	74%
Math	22	69%	61%
Science	23	63%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	956	950
SAT	-	-
Reading and Writing	560	537
Math	570	538
ACT	-	-
Reading	24	23
English	23	22
Math	24	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1050	940	840
SAT	-	-	-
Reading and Writing	620	560	500
Math	630	570	510
ACT	-	-	-
Reading	27	24	19
English	25	23	20
Math	27	25	21
Science	26	23	21

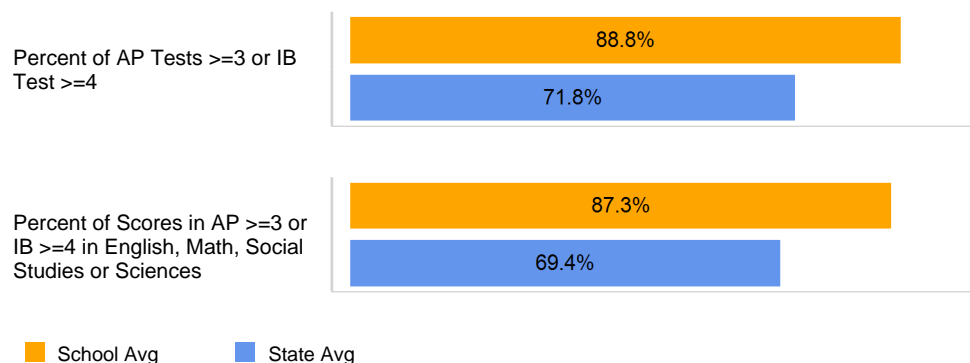


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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	38.0%	39.1%
One of More Test	19.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	14.6%	26.6%
Participating in Dual Enrollment	100.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	74	29
AP Calculus AB	78	40
AP Calculus BC	33	15
AP Chemistry	23	12
AP Chinese Language and Culture	0	1
AP Computer Science A	0	1
AP English Language and Composition	86	67
AP English Literature and Composition	39	15
AP European History	10	4
AP French Language	0	1
AP Italian Language and Culture	9	7
AP Latin (Virgil, Catullus and Horace)	24	19
AP Macroeconomics	90	3
AP Microeconomics	0	50
AP Music Theory	15	5
AP Physics 1	75	27
AP Physics C	34	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	5
AP Psychology	81	43
AP Spanish Language	5	5
AP Statistics	15	5
AP U.S. Government and Politics	0	1
AP U.S. History	141	53
AP World History	8	1



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests >=3 and IB Tests >=4		190

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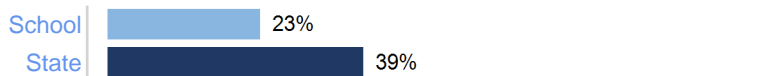
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Visual and Performing Arts

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

MUSIC



DRAMA



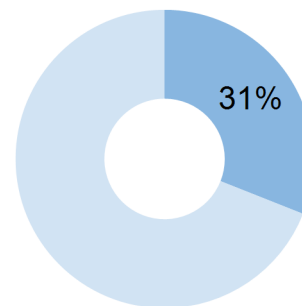
DANCE



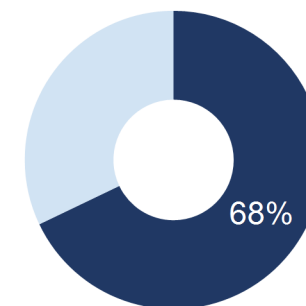
VISUAL ARTS



Any Visual and Performing Arts



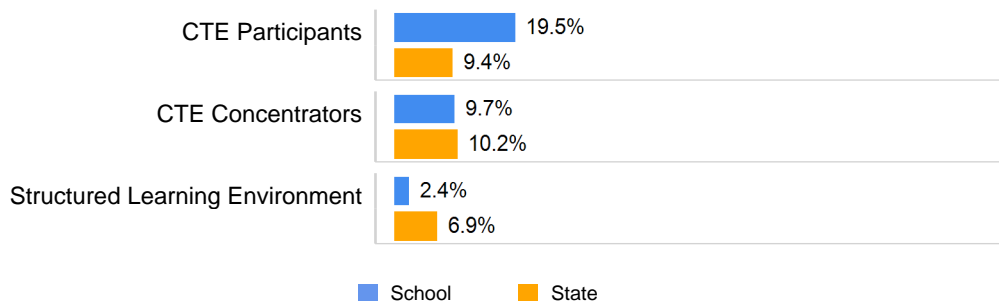
School



State

Career and Technical Education Participation

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



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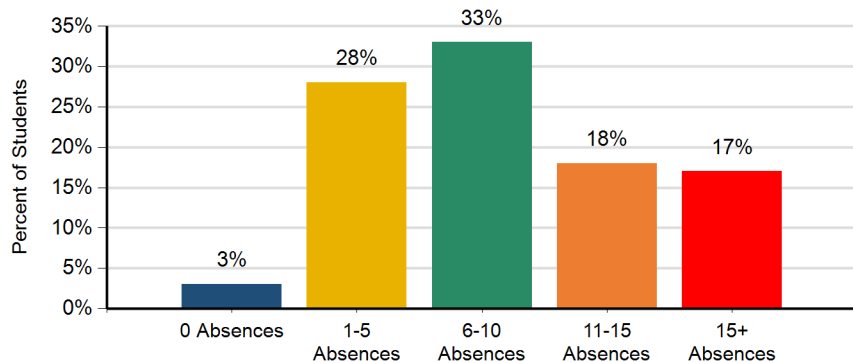
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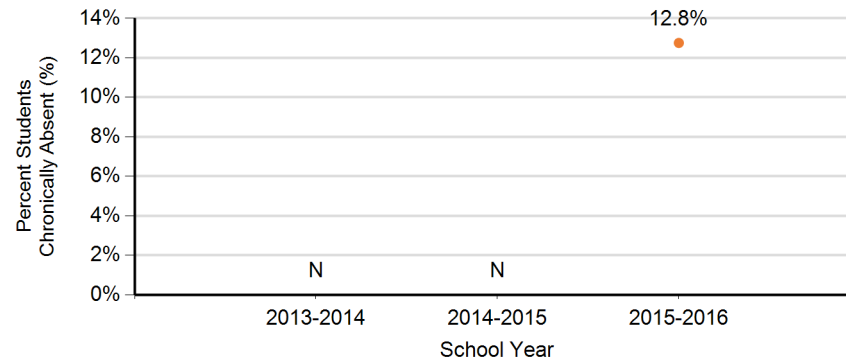
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	96.1%	74	81%
White	96.3%	62	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	97.1%	28	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	91.4%	78	
English Language Learners	S	S	
Economically Disadvantaged Students	87.3%	49	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.3%	0.6%
African American	1.5%	2.6%
Hispanic	1.2%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.9%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

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

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

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.9%	33.1%	66.9%
White	88.3%	32.4%	67.6%
African American	76.7%	39.4%	60.6%
Hispanic	S	S	S
American Indian	S	S	S
Asian	87.8%	22.2%	77.8%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	75.6%	70.8%	29.2%
English Language Learners	S	S	S
Economically Disadvantaged Students	75.0%	66.7%	33.3%



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Length of School Day

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

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 52 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	218:1

Student Suspension Rate

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

	School
2015-16	2.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	99%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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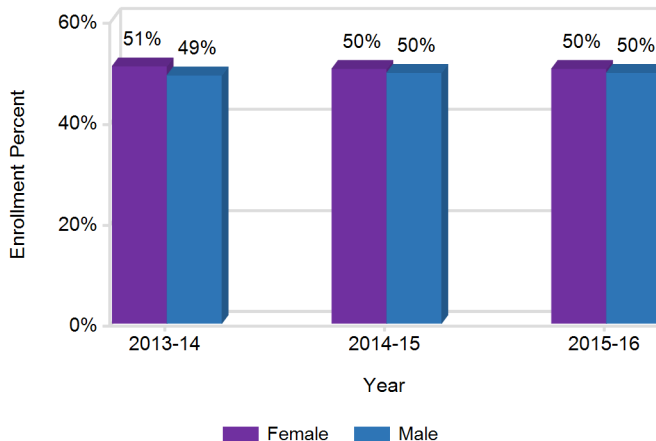
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	425	403	425
Grade 10	497	426	434
Grade 11	487	477	403
Grade 12	470	475	470
UG	13	59	28
Total	1892	1840	1760

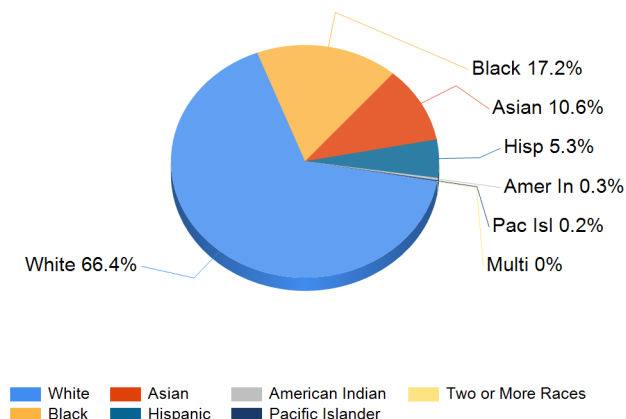
Enrollment by Gender

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



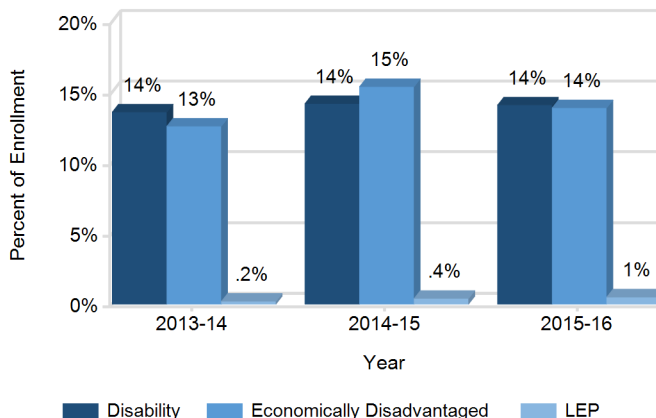
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	90.1%
Chinese	1.4%
Gujarati	1.1%
Spanish	1.1%
Vietnamese	0.6%
Other	6.3%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	S	49
Mathematics Met or Exceeded Expectations	37%	S	73

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	791	48%	49	90%	X	727	37%	73	90%	X
White	493	51%	42	87%	X	455	40%	68	88%	X
African American	153	29%	36	95%	✓	148	14%	62	93%	X
Hispanic	53	36%	54	91%	X	51	20%	65	90%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	92	74%	53	96%	✓	73	73%	77	97%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	113	16%	68	85%	X	111	10%	76	90%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	143	32%	51	94%	X	136	18%	69	92%	X



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	396	746	748	746	8%	16%	27%	43%	6%	50%	49%
White	254	748	748	754	7%	14%	27%	48%	5%	52%	58%
African American	65	733	734	729	12%	26%	32%	26%	3%	29%	30%
Hispanic	26	730	739	730	12%	27%	31%	23%	8%	31%	34%
Asian	51	762	760	774	2%	8%	20%	55%	16%	71%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	53	718	716	713	28%	32%	23%	15%	2%	17%	12%
English Language Learners	S	S	714	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	73	730	731	729	19%	19%	29%	30%	3%	33%	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	391	746	745	740	16%	16%	22%	32%	15%	47%	44%
White	237	747	746	747	17%	12%	23%	35%	14%	49%	50%
African American	85	731	730	722	18%	29%	26%	19%	8%	27%	28%
Hispanic	27	729	730	726	26%	22%	11%	41%	N	41%	33%
Asian	42	781	768	767	5%	5%	14%	36%	41%	76%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	708	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	71	731	726	723	20%	28%	23%	21%	9%	30%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	232	729	727	736	20%	22%	30%	26%	1%	28%	40%
White	148	732	727	739	18%	22%	28%	30%	2%	32%	42%
African American	54	715	717	728	32%	24%	33%	11%	N	11%	30%
Hispanic	S	S	719	732	S	S	S	S	S	S	37%
Asian	17	737	737	753	18%	18%	24%	41%	N	41%	58%
American Indian	S	S	750	735	S	S	S	S	S	S	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	53	708	711	710	45%	25%	13%	17%	N	17%	13%
English Language Learners	S	S	720	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	36	724	719	730	25%	28%	22%	25%	N	25%	33%

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

**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.



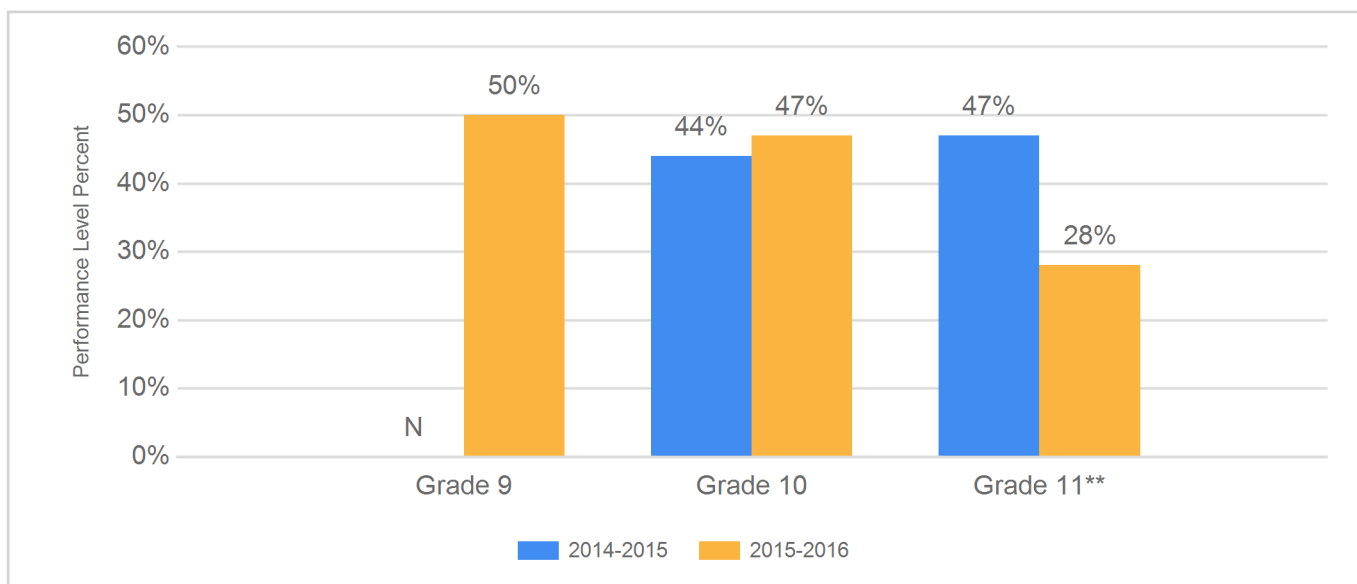
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PARCC ELA Performance Trends

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



**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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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	324	728	732	727	17%	28%	28%	27%	0%	28%	41%
White	206	731	734	734	16%	22%	30%	31%	1%	32%	51%
African American	70	718	718	717	20%	44%	24%	11%	N	11%	20%
Hispanic	24	719	725	720	21%	38%	25%	17%	N	17%	25%
Asian	S	S	743	746	S	S	S	S	S	S	76%
American Indian	S	S	723	726	S	S	S	S	S	S	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	710	708	S	S	S	S	S	S	10%
English Language Learners	S	S	734	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	71	718	719	719	18%	47%	20%	16%	N	16%	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	298	733	730	730	8%	26%	42%	24%	0%	25%	27%
White	187	736	731	736	6%	23%	43%	28%	1%	29%	34%
African American	75	723	724	717	12%	40%	37%	11%	N	11%	9%
Hispanic	S	S	723	720	S	S	S	S	S	S	13%
Asian	S	S	741	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	713	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	744	737	722	12%	17%	21%	46%	3%	49%	27%
White	153	744	735	728	11%	18%	22%	48%	2%	50%	31%
African American	41	722	725	700	24%	29%	29%	15%	2%	17%	8%
Hispanic	S	S	736	707	S	S	S	S	S	S	12%
Asian	44	769	764	754	2%	7%	16%	66%	9%	75%	60%
American Indian	S	S	721	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	16	721	711	690	31%	19%	19%	31%	N	31%	5%
English Language Learners	S	S	766	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	35	730	730	705	20%	26%	17%	34%	3%	37%	11%

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



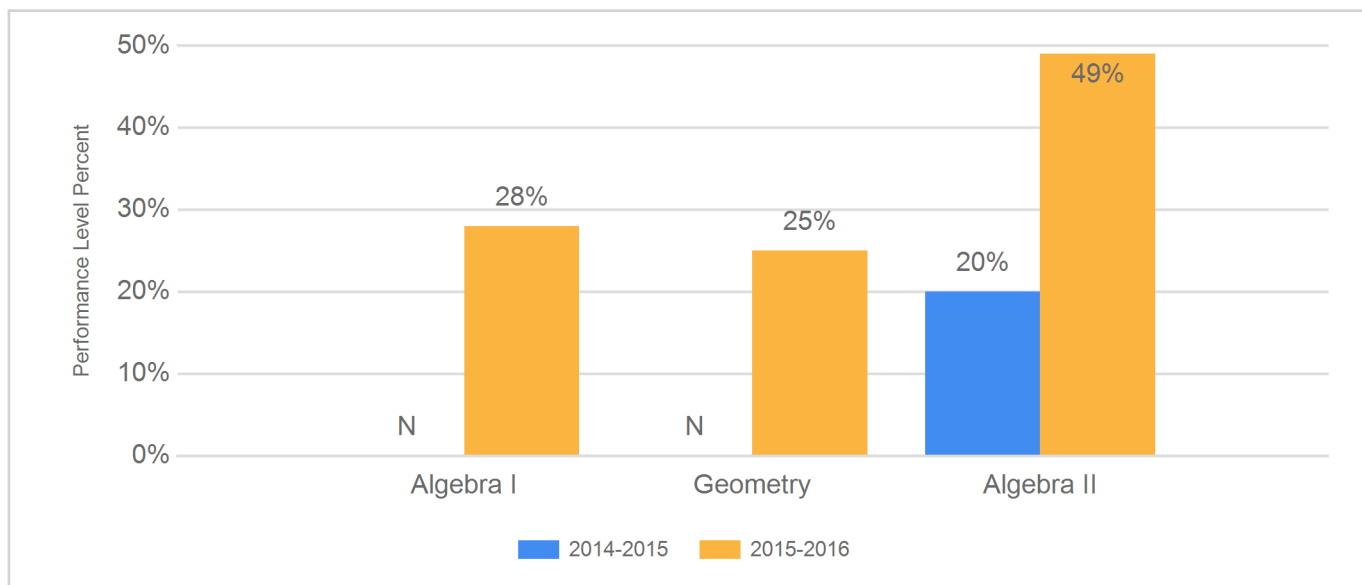
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PARCC Math Performance Trends

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



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



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

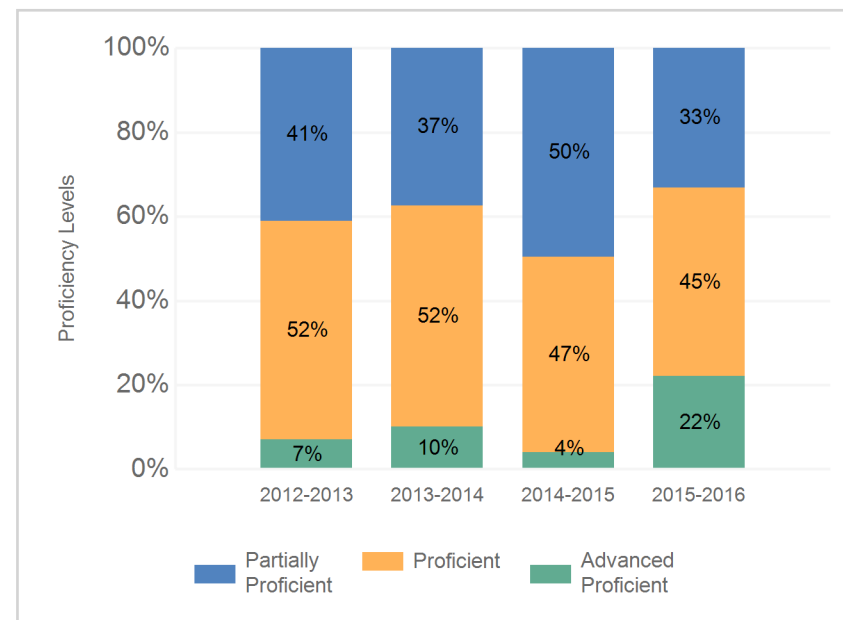
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	22%	45%	33%
White	23%	50%	28%
African American	7%	34%	59%
Hispanic	13%	38%	50%
American Indian	N	N	N
Asian	53%	41%	6%
Two or More Races	N	N	N
Students with Disability	N	31%	69%
English Language Learners	N	N	N
Economically Disadvantaged Students	5%	46%	49%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	59.1%	58.0%
Percent of Students Participating in ACT	26.2%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	85%	71%
Math	530	69%	53%
ACT	-	-	-
Reading	22	67%	58%
English	18	84%	74%
Math	22	65%	61%
Science	23	53%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	971	950
SAT	-	-
Reading and Writing	571	537
Math	577	538
ACT	-	-
Reading	24	23
English	23	22
Math	24	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1080	960	840
SAT	-	-	-
Reading and Writing	630	570	510
Math	640	570	510
ACT	-	-	-
Reading	28	23	21
English	27	23	20
Math	28	25	20
Science	25	23	20

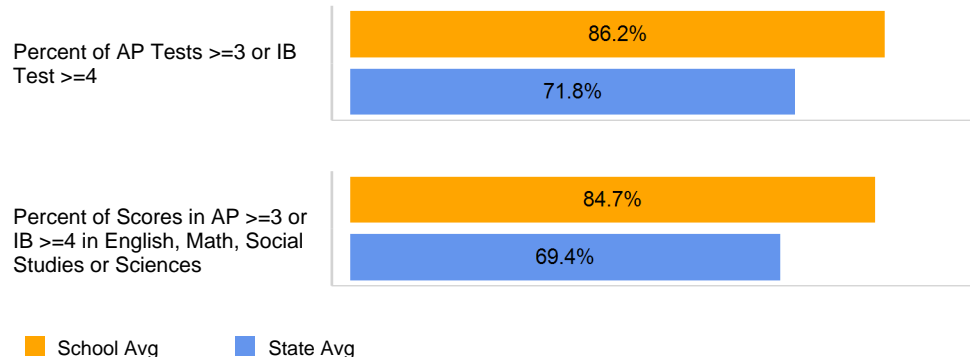


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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	36	23
AP Calculus AB	82	57
AP Calculus BC	52	36
AP Chemistry	36	29
AP English Language and Composition	126	93
AP English Literature and Composition	70	14
AP European History	34	7
AP Italian Language and Culture	19	4
AP Latin (Virgil, Catullus and Horace)	32	3
AP Macroeconomics	42	20
AP Microeconomics	0	21
AP Physics 1	86	31
AP Physics C	37	0
AP Physics C: Electricity and Magnetism	0	16
AP Physics C: Mechanics	0	16
AP Psychology	119	52
AP Spanish Language	13	4
AP Statistics	61	21
AP Studio Art—Two-Dimensional	8	0
AP U.S. History	141	63
AP World History	23	3
Student AP Tests ≥ 3 and IB Tests ≥ 4		188

Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	46.8%	39.1%
One of More Test	25.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	23.1%	26.6%
Participating in Dual Enrollment	100.0%	15.4%



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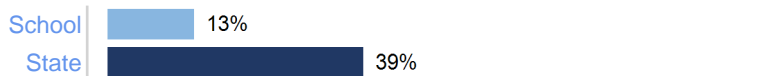
Grade Span 09-12

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Visual and Performing Arts

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

MUSIC



DRAMA



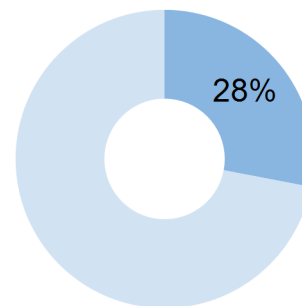
DANCE



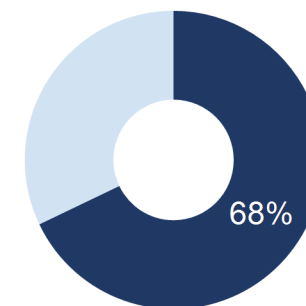
VISUAL ARTS



Any Visual and Performing Arts



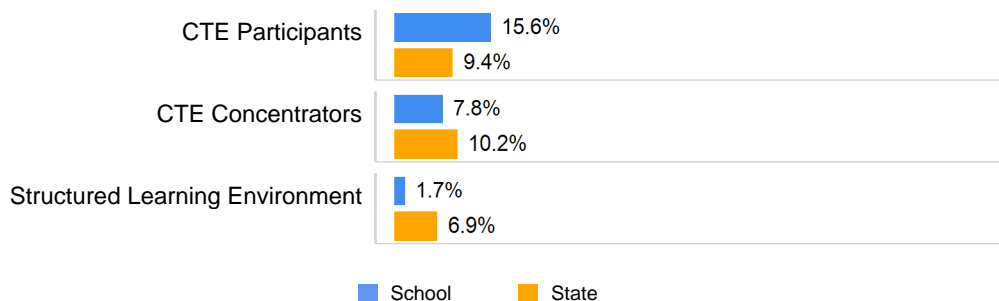
School



State

Career and Technical Education Participation

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



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



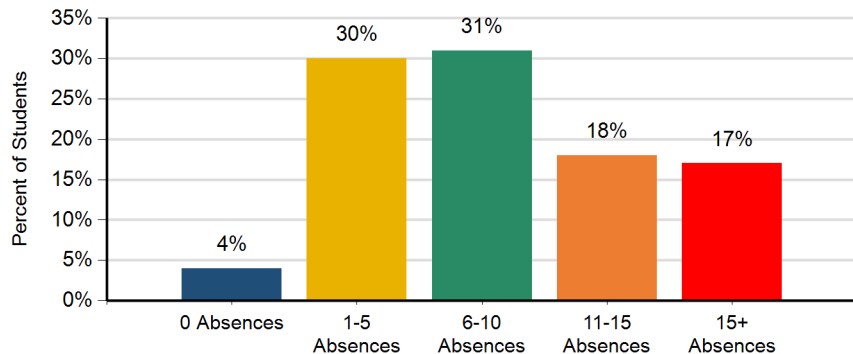
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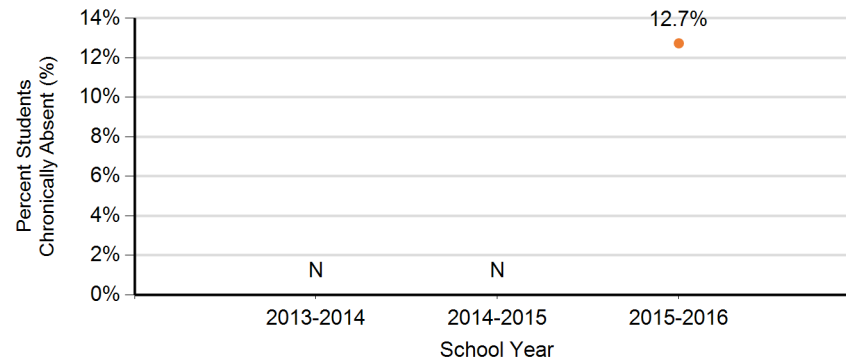
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	94.6%	61	81%
White	94.8%	48	
African American	92.2%	56	
Hispanic	S	S	
American Indian	S	S	
Asian	98%	32	
Native Hawaiian	N	3	
Two or More Races	S	S	
Students with Disability	81%	44	
English Language Learners	N	3	
Economically Disadvantaged Students	93.2%	76	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.6%	1.2%
White	0.5%	0.6%
African American	1.3%	2.6%
Hispanic	1.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.3%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	94%	96%
2014	96%	97%
2015	93%	94%
2016	95%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.8%	27.0%	73.0%
White	85.5%	23.4%	76.6%
African American	70.9%	37.5%	62.5%
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	61.1%	63.6%	36.4%
English Language Learners	S	S	S
Economically Disadvantaged Students	76.7%	53.6%	46.4%



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Length of School Day

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

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 52 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	11:1
Administrator	196:1

Student Suspension Rate

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

	School
2015-16	4.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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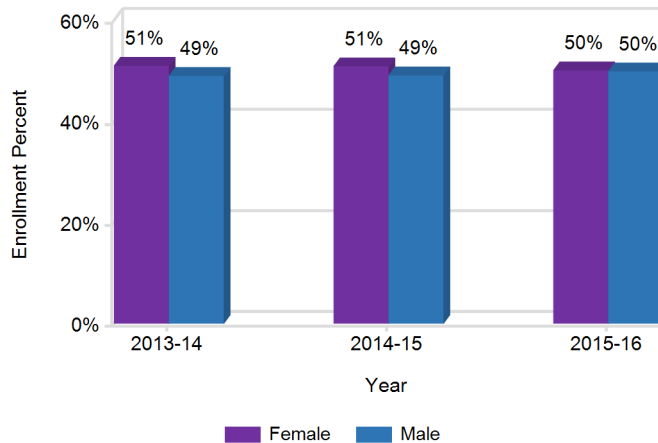
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	339	271	295
Grade 10	282	318	287
Grade 11	235	277	325
Grade 12	291	228	274
UG	102	105	25
Total	1249	1199	1206

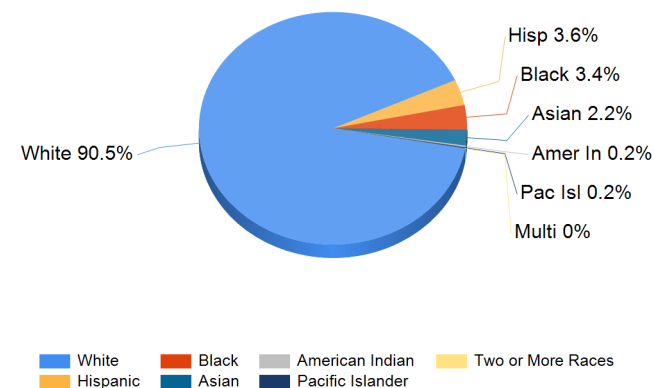
Enrollment by Gender

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



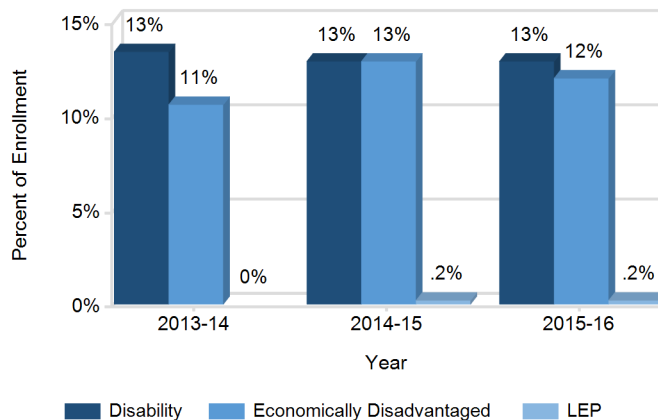
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	99.2%
Spanish	0.3%
Chinese	0.2%
Greek, Modern (1453-)	0.2%
Korean	0.1%
Other	0.1%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	47%	S	44
Mathematics Met or Exceeded Expectations	27%	S	52

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	548	47%	44	94%	X	547	27%	52	94%	X
White	500	47%	30	94%	X	499	28%	38	94%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	77	8%	30	92%	X	77	1%	22	93%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	68	25%	21	92%	X	67	13%	39	92%	X



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	281	742	748	746	13%	16%	29%	35%	7%	42%	49%
White	258	742	748	754	14%	15%	28%	36%	7%	43%	58%
African American	11	742	734	729	9%	27%	9%	55%	N	55%	30%
Hispanic	S	S	739	730	S	S	S	S	S	S	34%
Asian	S	S	760	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	716	713	S	S	S	S	S	S	12%
English Language Learners	S	S	714	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	39	721	731	729	31%	28%	21%	15%	5%	21%	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	266	746	745	740	17%	14%	18%	39%	12%	52%	44%
White	242	746	746	747	17%	14%	18%	38%	13%	51%	50%
African American	S	S	730	722	S	S	S	S	S	S	28%
Hispanic	11	739	730	726	18%	9%	18%	55%	N	55%	33%
Asian	S	S	768	767	S	S	S	S	S	S	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	708	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	28	722	726	723	29%	25%	21%	21%	4%	25%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	200	725	727	736	22%	24%	32%	22%	1%	22%	40%
White	177	725	727	739	20%	25%	32%	23%	1%	23%	42%
African American	S	S	717	728	S	S	S	S	S	S	30%
Hispanic	S	S	719	732	S	S	S	S	S	S	37%
Asian	S	S	737	753	S	S	S	S	S	S	58%
American Indian	S	S	750	735	S	S	S	S	S	S	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	S	S	720	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	719	730	S	S	S	S	S	S	33%

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

**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.



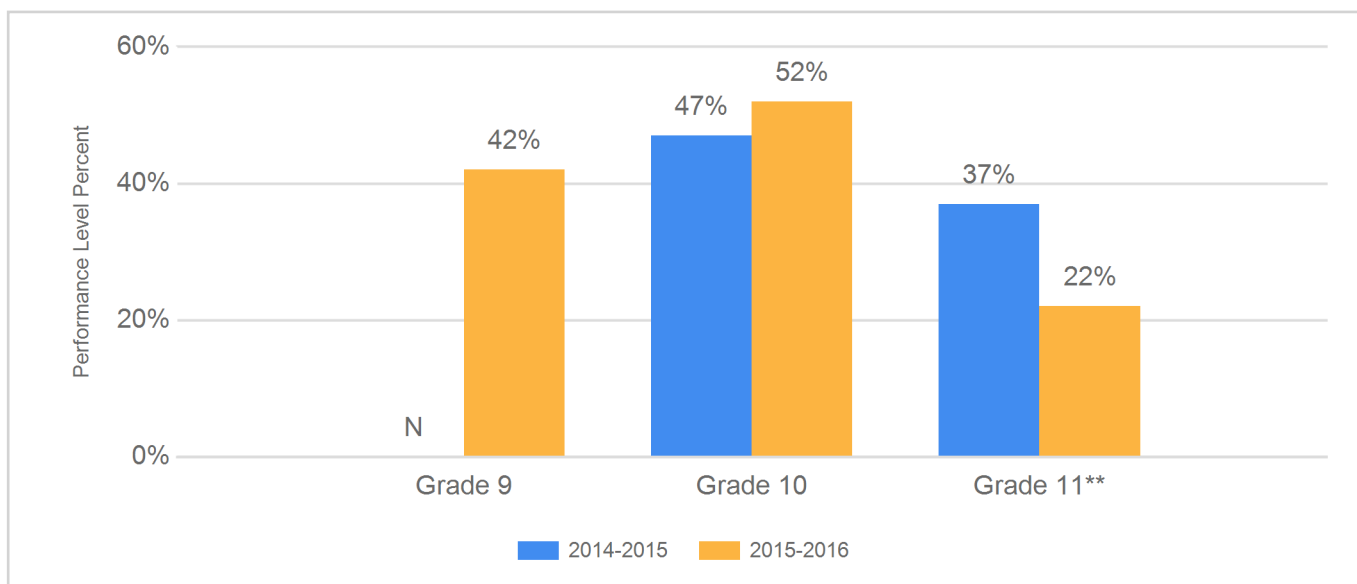
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PARCC ELA Performance Trends

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



**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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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	725	732	727	17%	32%	32%	19%	0%	19%	41%
White	220	726	734	734	17%	29%	34%	20%	1%	21%	51%
African American	S	S	718	717	S	S	S	S	S	S	20%
Hispanic	S	S	725	720	S	S	S	S	S	S	25%
Asian	S	S	743	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	710	708	S	S	S	S	S	S	10%
English Language Learners	S	S	734	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	719	719	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	229	734	730	730	5%	25%	52%	18%	1%	19%	27%
White	206	734	731	736	4%	24%	53%	18%	1%	19%	34%
African American	11	728	724	717	9%	27%	46%	18%	N	18%	9%
Hispanic	S	S	723	720	S	S	S	S	S	S	13%
Asian	S	S	741	750	S	S	S	S	S	S	61%
American Indian	S	S	718	722	S	S	S	S	S	S	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	713	709	S	S	S	S	S	S	5%
English Language Learners	S	S	725	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	32	728	723	719	6%	41%	41%	9%	3%	13%	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	226	731	737	722	17%	28%	26%	29%	0%	29%	27%
White	210	731	735	728	18%	27%	26%	29%	1%	30%	31%
African American	S	S	725	700	S	S	S	S	S	S	8%
Hispanic	S	S	736	707	S	S	S	S	S	S	12%
Asian	S	S	764	754	S	S	S	S	S	S	60%
American Indian	S	S	721	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	711	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	730	705	S	S	S	S	S	S	11%

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



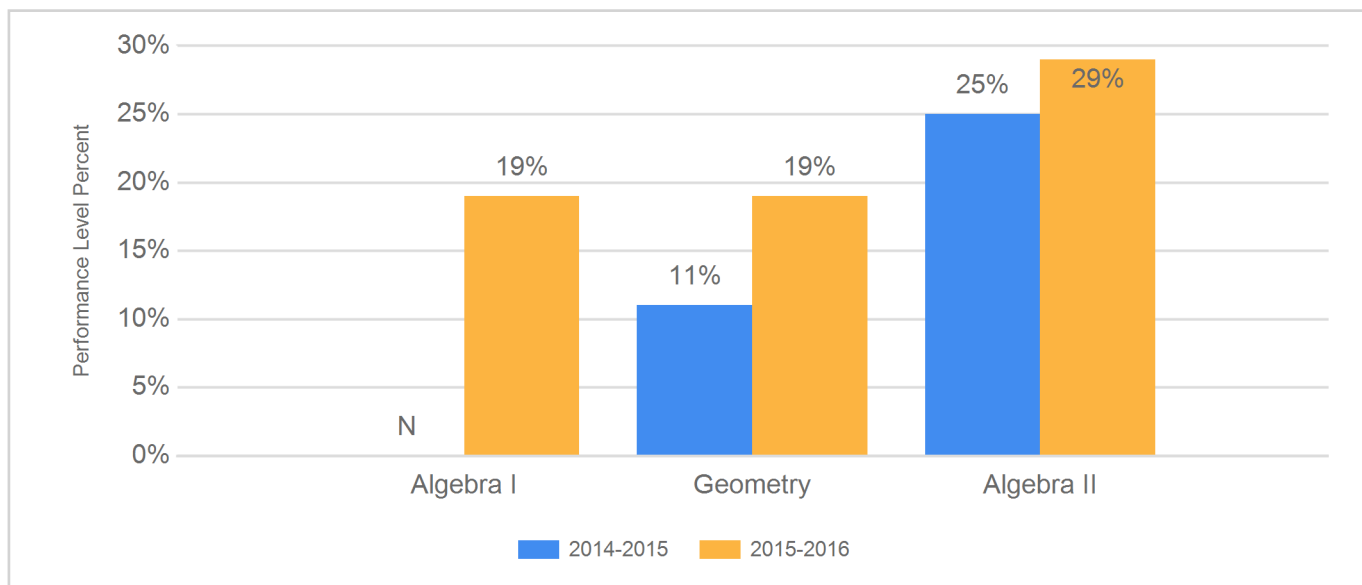
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PARCC Math Performance Trends

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



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

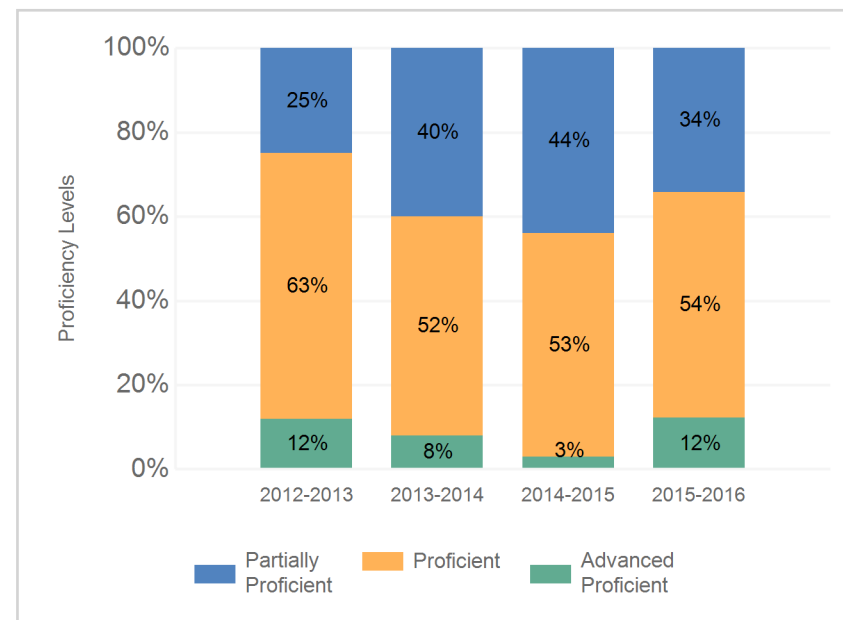
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	54%	34%
White	13%	53%	34%
African American	N	57%	43%
Hispanic	N	64%	36%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	10%	17%	73%
English Language Learners	N	N	N
Economically Disadvantaged Students	6%	52%	42%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	62.3%	58.0%
Percent of Students Participating in ACT	38.7%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	86%	71%
Math	530	61%	53%
ACT	-	-	-
Reading	22	62%	58%
English	18	80%	74%
Math	22	63%	61%
Science	23	54%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	938	950
SAT	-	-
Reading and Writing	557	537
Math	550	538
ACT	-	-
Reading	24	23
English	23	22
Math	23	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1040	920	830
SAT	-	-	-
Reading and Writing	620	550	500
Math	600	540	500
ACT	-	-	-
Reading	28	23	20
English	27	22	19
Math	27	23	20
Science	26	23	20

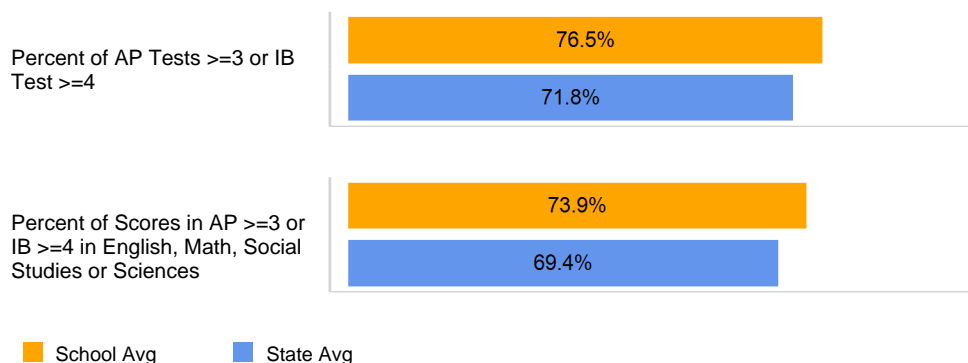


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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	36	18
AP Calculus AB	9	5
AP Calculus BC	13	13
AP Chemistry	13	5
AP English Language and Composition	101	84
AP English Literature and Composition	91	12
AP Italian Language and Culture	10	0
AP Latin (Virgil, Catullus and Horace)	12	6
AP Macroeconomics	19	7
AP Microeconomics	0	9
AP Physics 1	70	12
AP Physics C	15	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	6
AP Psychology	66	24
AP Spanish Language	5	2
AP Statistics	30	15
AP Studio Art—General Portfolio	0	1
AP Studio Art—Two-Dimensional	7	5
AP U.S. Government and Politics	0	1
AP U.S. History	91	44
AP World History	15	5
Student AP Tests ≥ 3 and IB Tests ≥ 4		101

Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	44.7%	39.1%
One of More Test	22.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	19.2%	26.6%
Participating in Dual Enrollment	100.0%	15.4%



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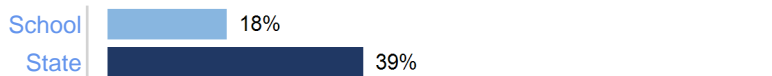
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Visual and Performing Arts

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

MUSIC



DRAMA



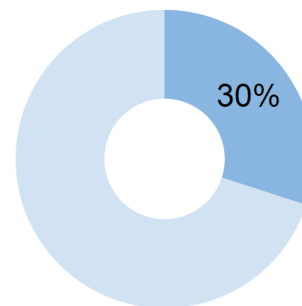
DANCE



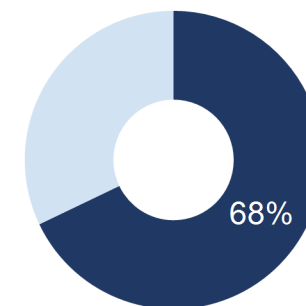
VISUAL ARTS



Any Visual and Performing Arts



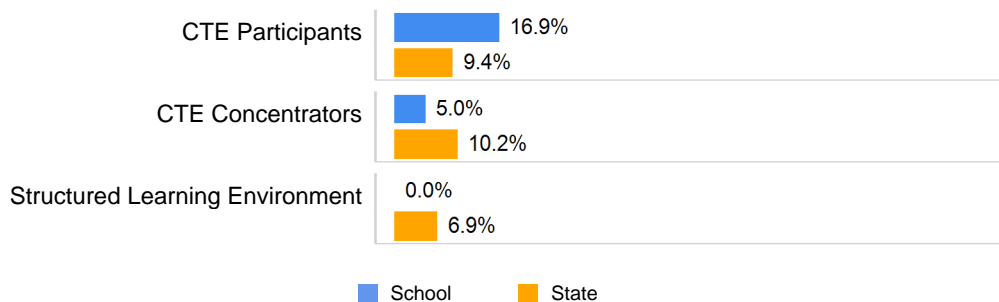
School



State

Career and Technical Education Participation

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



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



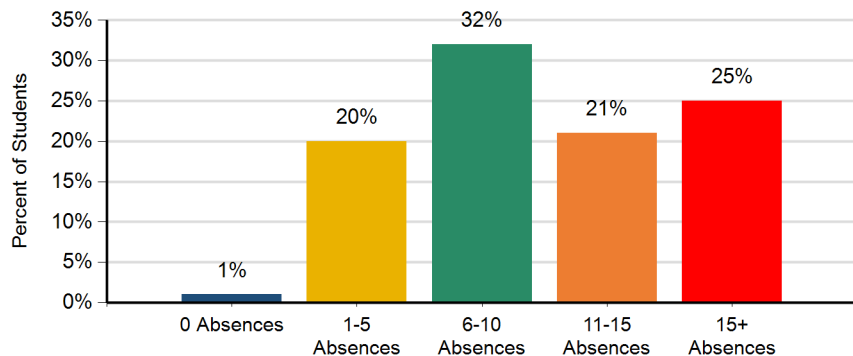
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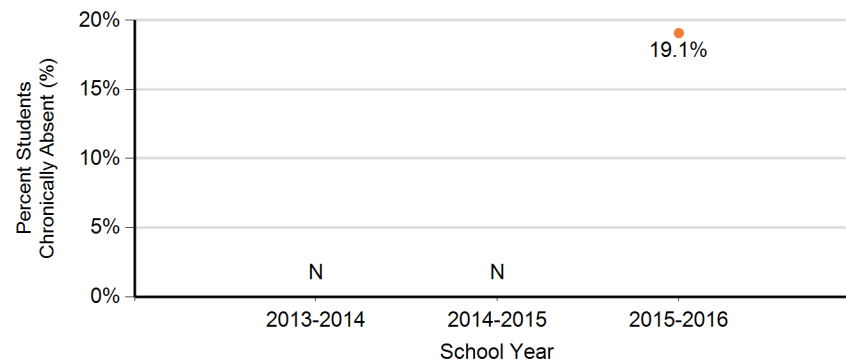
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	97.3%	86	81%
White	97.3%	71	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	3	
Economically Disadvantaged Students	92.7%	74	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.6%	1.2%
White	0.3%	0.6%
African American	5.1%	2.6%
Hispanic	4.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.7%	1.7%



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	96%	97%
2014	96%	97%
2015	95%	96%
2016	97%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	74.7%	28.8%	71.2%
White	74.6%	29.2%	70.8%
African American	S	S	S
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	55.9%	42.1%	57.9%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	48.4%	40.0%	60.0%



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Length of School Day

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

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 52 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	10:1
Administrator	201:1

Student Suspension Rate

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

	School
2015-16	6.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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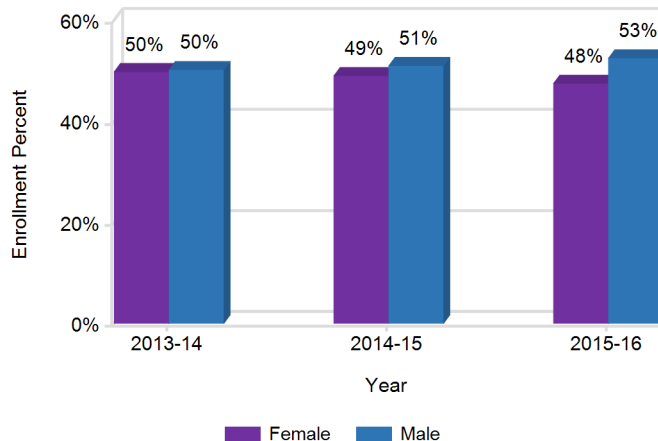
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	399	398	390
Grade 10	385	398	402
Grade 11	398	386	378
Grade 12	404	398	382
UG	30	17	22
Total	1616	1597	1574

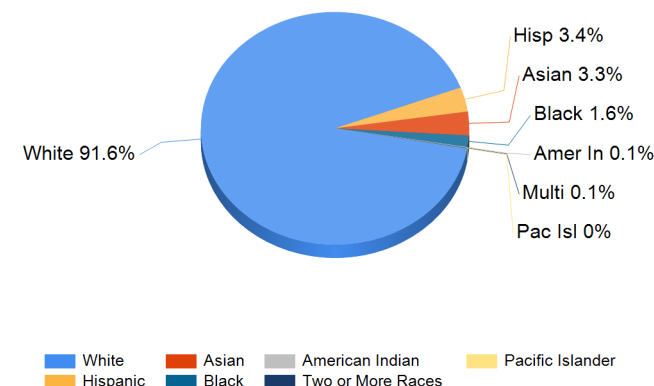
Enrollment by Gender

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



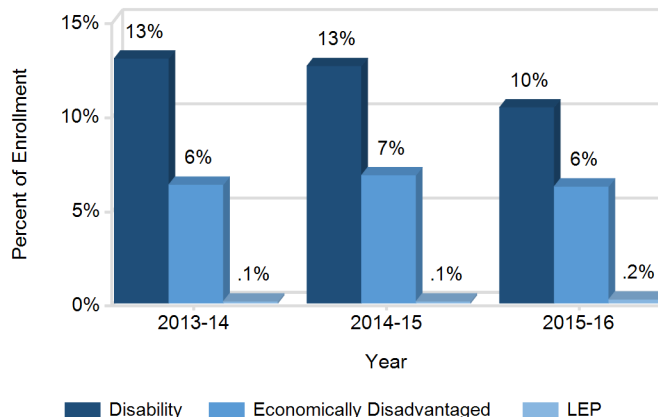
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	97.6%
Spanish	1.0%
Italian	0.3%
Arabic	0.2%
Korean	0.2%
Other	1.0%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	S	47
Mathematics Met or Exceeded Expectations	39%	S	75

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	737	48%	47	93%	X	710	39%	75	92%	X
White	667	49%	35	93%	X	642	40%	65	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	78	15%	54	88%	X	77	5%	59	87%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	42	33%	55	93%	X	41	17%	72	93%	X



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	355	751	748	746	6%	14%	28%	43%	10%	53%	49%
White	323	751	748	754	5%	14%	27%	43%	10%	54%	58%
African American	S	S	734	729	S	S	S	S	S	S	30%
Hispanic	15	745	739	730	7%	13%	40%	33%	7%	40%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	716	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	20	740	731	729	5%	20%	45%	25%	5%	30%	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	378	742	745	740	16%	13%	27%	34%	10%	44%	44%
White	341	743	746	747	15%	12%	28%	34%	10%	44%	50%
African American	S	S	730	722	S	S	S	S	S	S	28%
Hispanic	17	723	730	726	29%	29%	12%	24%	6%	29%	33%
Asian	S	S	768	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	44	714	708	702	39%	21%	23%	18%	N	18%	11%
English Language Learners	S	S	706	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	21	729	726	723	33%	19%	14%	24%	10%	33%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	287	728	727	736	23%	25%	25%	23%	4%	27%	40%
White	271	728	727	739	23%	25%	24%	24%	4%	28%	42%
African American	S	S	717	728	S	S	S	S	S	S	30%
Hispanic	S	S	719	732	S	S	S	S	S	S	37%
Asian	S	S	737	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	711	710	S	S	S	S	S	S	13%
English Language Learners	S	S	720	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	13	724	719	730	23%	31%	15%	31%	N	31%	33%

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

**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.



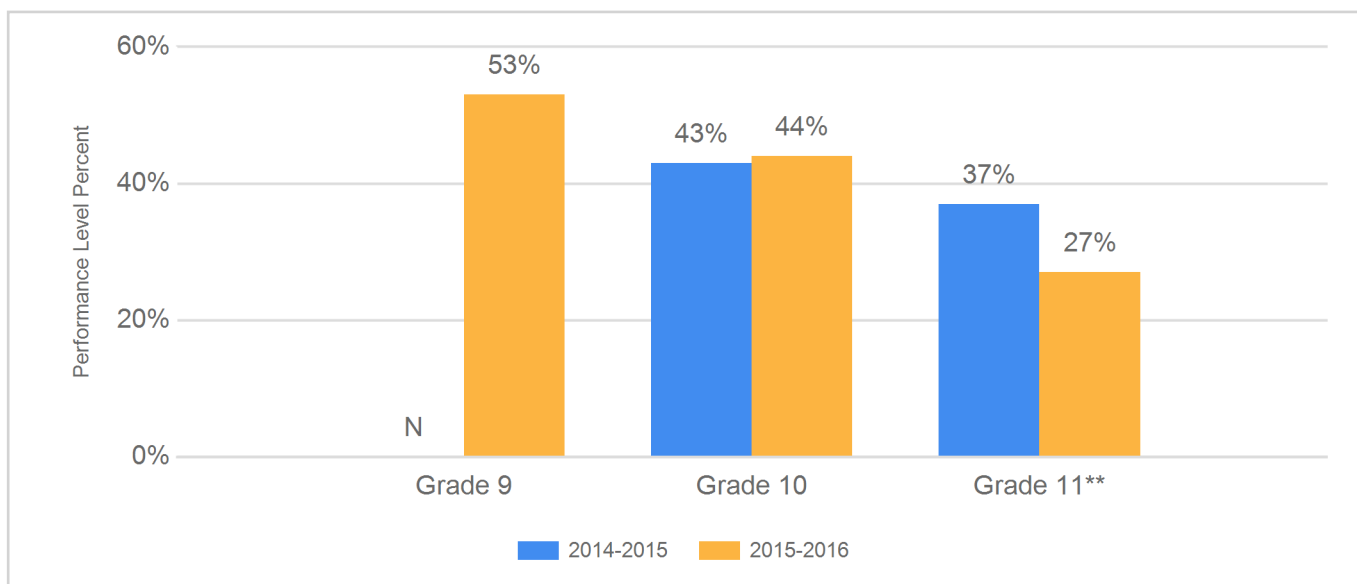
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PARCC ELA Performance Trends

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



**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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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	333	742	732	727	10%	20%	27%	41%	2%	42%	41%
White	301	743	734	734	11%	19%	28%	42%	1%	43%	51%
African American	S	S	718	717	S	S	S	S	S	S	20%
Hispanic	15	740	725	720	N	33%	27%	33%	7%	40%	25%
Asian	S	S	743	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	710	708	S	S	S	S	S	S	10%
English Language Learners	S	S	734	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	719	719	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	226	728	730	730	9%	35%	37%	19%	0%	19%	27%
White	201	729	731	736	8%	34%	37%	20%	1%	20%	34%
African American	S	S	724	717	S	S	S	S	S	S	9%
Hispanic	S	S	723	720	S	S	S	S	S	S	13%
Asian	S	S	741	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	713	709	S	S	S	S	S	S	5%
English Language Learners	S	S	725	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	19	721	723	719	21%	37%	26%	16%	N	16%	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	325	734	737	722	16%	25%	23%	35%	2%	36%	27%
White	305	733	735	728	17%	25%	22%	34%	2%	36%	31%
African American	S	S	725	700	S	S	S	S	S	S	8%
Hispanic	S	S	736	707	S	S	S	S	S	S	12%
Asian	12	754	764	754	8%	8%	25%	58%	N	58%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	711	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	730	705	S	S	S	S	S	S	11%

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



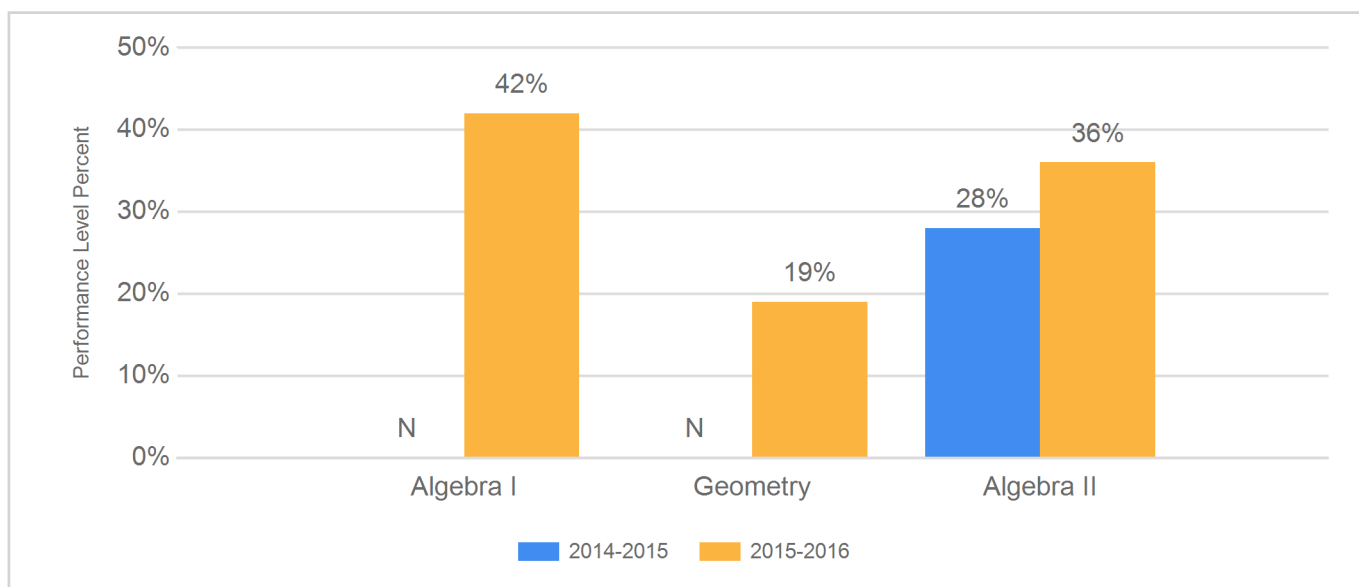
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PARCC Math Performance Trends

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



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



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

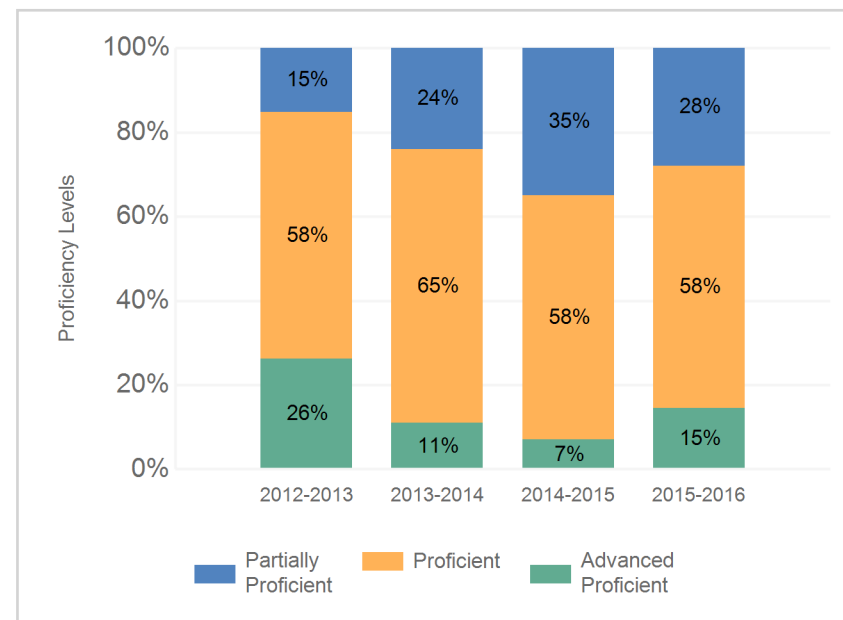
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	15%	58%	28%
White	15%	59%	26%
African American	8%	39%	54%
Hispanic	7%	21%	71%
American Indian	N	N	N
Asian	15%	77%	8%
Two or More Races	N	N	N
Students with Disability	2%	33%	65%
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	48%	41%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.5%	58.0%
Percent of Students Participating in ACT	32.5%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	90%	71%
Math	530	70%	53%
ACT	-	-	-
Reading	22	71%	58%
English	18	85%	74%
Math	22	73%	61%
Science	23	62%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	983	950
SAT	-	-
Reading and Writing	584	537
Math	578	538
ACT	-	-
Reading	25	23
English	24	22
Math	24	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1100	980	860
SAT	-	-	-
Reading and Writing	650	580	530
Math	640	570	510
ACT	-	-	-
Reading	31	25	20
English	29	23	20
Math	28	25	21
Science	28	24	20

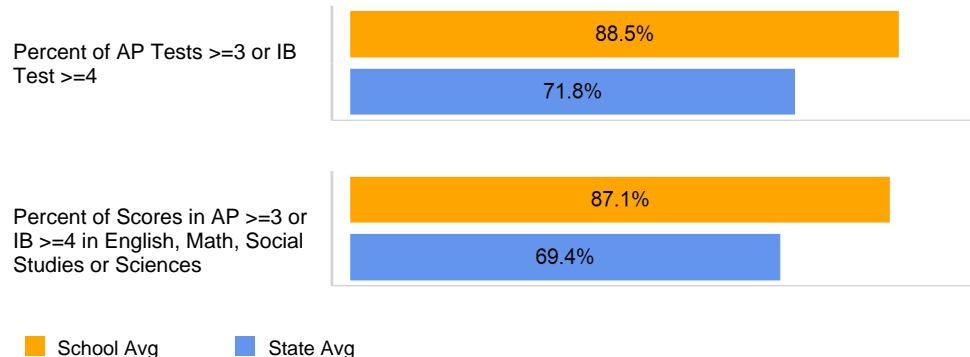


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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	89	25
AP Calculus AB	104	35
AP Calculus BC	16	11
AP Chemistry	37	5
AP English Language and Composition	93	54
AP English Literature and Composition	96	27
AP European History	6	0
AP Italian Language and Culture	22	1
AP Latin (Virgil, Catullus and Horace)	15	0
AP Macroeconomics	28	10
AP Microeconomics	0	10
AP Music Theory	11	7
AP Physics 1	51	14
AP Physics C	18	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	69	35
AP Spanish Language	8	1
AP Statistics	0	10
AP U.S. History	115	34
AP World History	14	4
Student AP Tests ≥ 3 and IB Tests ≥ 4		139

Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	46.6%	39.1%
One of More Test	20.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	17.4%	26.6%
Participating in Dual Enrollment	100.0%	15.4%



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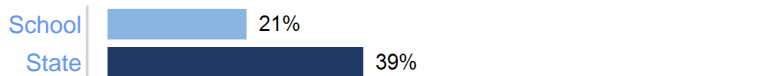
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Visual and Performing Arts

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

MUSIC



DRAMA



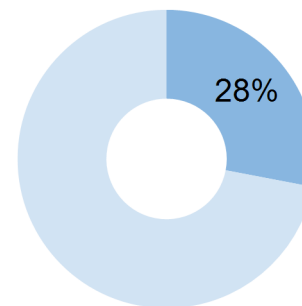
DANCE



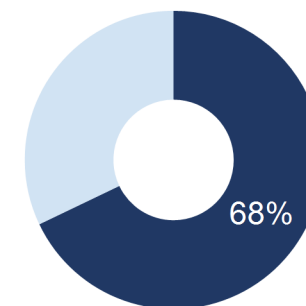
VISUAL ARTS



Any Visual and Performing Arts



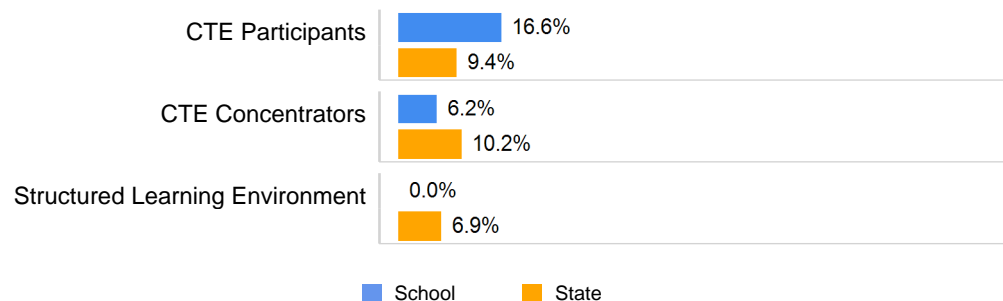
School



State

Career and Technical Education Participation

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



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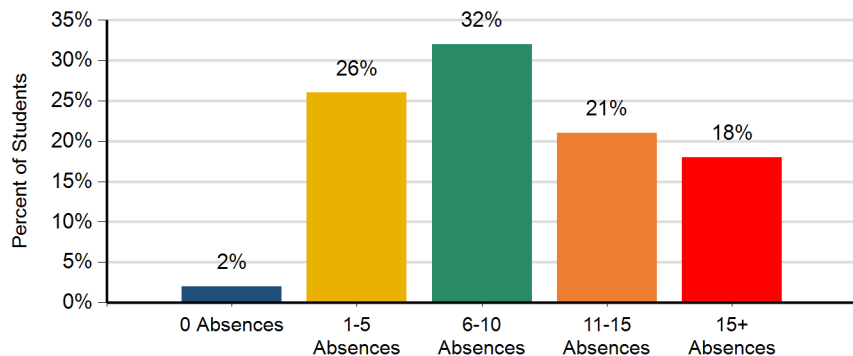
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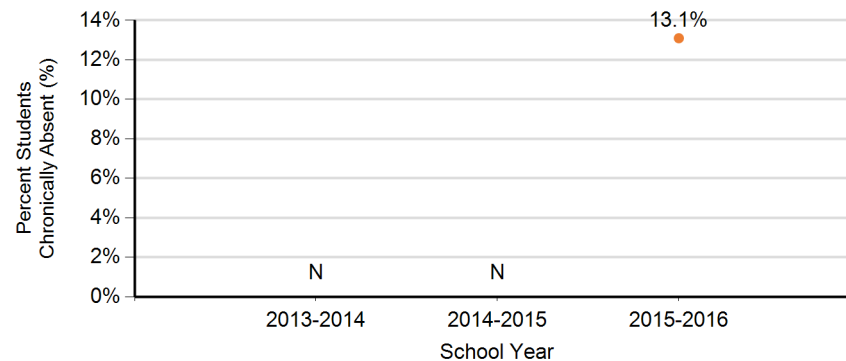
Absenteeism

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



Chronic Absenteeism Trend

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



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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	97.7%	90	81%
White	98.3%	79	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	3	
Two or More Races	S	S	
Students with Disability	88.9%	69	
English Language Learners	N	N	
Economically Disadvantaged Students	91.9%	71	

Dropout Rate by Subgroup

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

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



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Extended Year Graduation Rate

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

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

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	88.3%	20.2%	79.8%
White	90.2%	19.8%	80.2%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	66.7%	54.2%	45.8%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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Length of School Day

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

	School
2015-16	6 Hrs. 57 Mins.

Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 52 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	11:1
Administrator	225:1

Student Suspension Rate

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

	School
2015-16	3.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%